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CHEF



Module-1

LEARNER GUIDE

National Vocational Certificate Level 4

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LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Introduction

Welcome to your Learner's Guide for the *SOUS CHEF* Programme. It will help you to complete the programme and to go on to complete further study or go straight into employment.

The *SOUS CHEF* programme is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The programme has been developed to address specific issues, such as the national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their customers.

The main elements of your learner's guide are:

- **Introduction:**
 - This includes a brief description of your guide and guidelines for you to use it effectively
- **Modules:**
 - The modules form the sections in your learner's guide
- **Learning Units:**
 - Learning Units are the main sections within each module
- **Learning outcomes:**
 - Learning outcomes of each learning units are taken from the curriculum document
- **Learning Elements:**
 - This is the main content of your learner's guide with detail of the knowledge and skills (practical activities, projects, assignments, practices etc.) you will require to achieve learning outcomes stated in the curriculum
 - This section will include examples, photographs and illustrations relating to each learning outcome
- **Summary of modules:**
 - This contains the summary of the modules that make up your learner's guide
- **Frequently asked questions:**
 - These have been added to provide further explanation and clarity on some of the difficult concepts and areas. This further helps you in preparing for your assessment.
- **Multiple choice questions for self-test:**
 - These are provided as an exercise at the end of your learner's guide to help you in preparing for your assessment.

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Module-1

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Modules

Module 1: Monitoring the duties and activities of a team

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring the duties and activities of a team

Duration 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift</p>	<p>The student will be able to: Monitor the use of personal hygiene and wear appropriate chef's uniform throughout shift by associates Monitor the extent to which associates maintain a safe, hygienic and secure working environment Observe and check that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift Ensure that associates attend briefing and be aware of daily</p>	<p>Principles of professional standards, including personal hygiene and appropriate chef's uniform (for health and safety purposes and to present a professional image), maintaining a safe, hygienic and secure working environment (to avoid any risks to guests and associates) The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift, including good working practices, using technical and social language as appropriate, efficient production and service of food, contributing to excellence in guest service, meeting organisational goals The features of a good briefing, including rotas for the day, level of bookings, any guests' special requirements, special information on standards expected; and how it should be delivered, including using clear language, watching the body language of associates, providing opportunities to ask questions Checking that all equipment is in good working order, including cleanliness, testing the equipment, and checking the quality and quantity of food delivered to the section, using organisational standards Key elements of a food safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</p>	<p>Duty rota Job descriptions Standard operating procedures for safe and hygienic working Logbooks for recording accidents and incidents Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>requirements and other issues</p> <p>Monitor the extent to which associates check that all equipment is in good working order and check the quality and quantity of food delivered to the section</p> <p>Observe and check that associates maintain food safety when storing, preparing and cooking food</p>	<p>Understanding food poisoning, including causes (by eating contaminated foods), symptoms (including abdominal pain, diarrhoea, vomiting, fever), people at risk (including babies and young children, pregnant and nursing mothers, the elderly and infirm, people who are already ill)</p> <p>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Food safety when storing, preparing and cooking food, including handling food hygienically, preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p> <p>Problems and unexpected situations, including unexpected contamination, failure of Standard Operating Procedures (eg sanitization)</p> <p>Responding to accidents in accordance with organisational requirements, including arranging for first aid, alerting supervisors and/or management (depending on the nature and seriousness of the accident), recording the accident and the actions taken</p> <p>Dealing with problems and unexpected situations in an appropriate manner, including consulting with other associates, Chefs de Partie, issuing directives, arranging training</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU2:</p> <p>Check that kitchen staff are present and manage absence issues for food production areas</p>	<p>The student will be able to:</p> <p>Check the production requirements for the day</p> <p>Check that the number of associates at work match both the rota and</p>	<p>Operational knowledge and understanding of entire kitchen operation</p> <p>Checking the production requirements for the day, including levels of bookings, volume of dishes to be produced, special requirements or events (banquets, corporate entertainment events, receptions, conferences, parties, weddings)</p> <p>Checking that the number of associates at work match both the rota and production requirements, including checking staffing rota, understanding job descriptions, being aware of associates' capabilities, levels of training, appraisals</p>	<p>Daily events plan</p> <p>Record of bookings and functions</p> <p>Copies of staffing rotas</p> <p>Job descriptions</p> <p>Training records</p> <p>Appraisals</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>production requirements</p> <p>Adjust the duty rota according to requirements</p> <p>Tackle the absent associates with appropriate methods</p> <p>Take appropriate steps to motivate staff to avoid absenteeism</p>	<p>Adjusting the duty rota according to requirements, tackling absenteeism, including keeping a record of the reasons staff give for absence, monitoring trends, discussing absence with associates, providing management and peer support during and after absence,</p> <p>Taking appropriate steps for motivation of staff to avoid absenteeism, including promoting staff loyalty, managing teamwork and the team effort, understanding the health backgrounds of associates</p>	<p>Log for recording absences</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Support the Executive Chef</p>	<p>The student will be able to:</p> <p>Discuss and agree on methods and formats of communication with the Executive Chef</p> <p>Agree with the Executive Chef daily and medium term areas for delegated responsibilities</p> <p>Support the Executive Chef in managing kitchen activities and responsibilities</p> <p>Ensure that every day food and beverages requirements of section</p>	<p>Methods and formats for communication with the Executive Chef, including verbally, in writing, using the log; communicating through positive body language</p> <p>Agreeing on methods and formats of communication with the Executive Chef, including formal, informal, verbally, in writing, through the log</p> <p>Areas for responsibilities delegated by Executive Chef on a daily and medium term basis, including operational, administrative and supervisory support</p> <p>Agreeing with the Executive Chef daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Support the Executive Chef in managing kitchen activities and responsibilities, including estimating food consumption, selecting and developing recipes; standardizing production recipes to ensure consistent quality; establishing presentation techniques and quality standards; planning and pricing menus; ensuring proper equipment operation/maintenance; ensuring proper safety and sanitation in kitchen; overseeing special catering events; providing culinary instruction and/or demonstrate culinary techniques for associates</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Standard Operating Procedures for the kitchen</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	are signed off by Executive Chef	Ensuring that every day food and beverages requirements of section are signed off by Executive Chef, including presenting completed requisitions for sign-off, raising queries and issues	apron, safety trainers or boots, disposable gloves)
LU4: Supervise Chefs de Partie and other associates	The student will be able to: Ensure that Chefs de Partie and other associates are punctual and efficient in carrying out their duties Communicate instructions and other information clearly to Chefs de Partie and other associates Motivate the Chefs de Partie and other associates in a timely and efficient manner to complete all their duties Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests Create a friendly, professional environment which inspires teamwork	Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues The methods of communication with Chefs de Partie and other associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written communications are legible and passed on to the right person Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required Ensuring that all Chefs de Partie and other associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required Ensuring that Chefs de Partie and other associates are producing the highest quality of product (including seasoning, portion size, appearance), including checking on preparation and cooking of food, standards of finished dishes, enhancing the guest experience Creating a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between kitchen associates (and others), using technical and social language appropriately, effective team leadership and management Compliance with relevant regulations and standards	Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard Daily event sheets Regular and à-la-carte menu Fire equipment First aid equipment Equipment for contacting security Standard operating procedures for the kitchen Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	within own kitchen section Monitor the extent to which high quality dishes are presented for service		

Examples and illustrations

Sample job descriptions

Commis Chef (Cook)

We are looking for a Commis Chef to join us and be a part of the expansion of Yoobi – a sushi restaurant having opened as London's first temakeria. We are currently looking to expand and add a succession of new sites, and need you to help us with the growth of Yoobi.

We are looking for a passionate and energetic Commis Chef to work as part of our team to prepare and deliver high quality food. All of the food we prepare is fresh and seasonal, so experience with high quality seasonal ingredients is necessary. Hard work, attention to detail, and an ability to learn quickly and grasp new concepts is essential.

The ideal candidate will have:

- 1-2 years experience working within a kitchen
- A strong work ethic
- A passion for food with a desire to learn
- Speed and focus go together in parallel
- Drive and ambition to progress your career in an expanding restaurant group
- The legal right to work in the UK
- UK Bank Account and NI Number

In return we will offer:

- A competitive remuneration package
- A team that nurtures growth and development
- Meals on duty and company staff benefits -

Your application will only be considered if you fulfil the criteria above.

Looking forward to your application.

Job Type: Full-time

- Salary: £8.50 /hour

Experience:

- Chef: 1 year (Preferred)

Chef de Partie

Overlooking the Marina, in a secluded corner of Lossiemouth, the Harbour LightsCafe & Bistro is looking for a chef/cook to join our friendly team immediately.

What we offer you:

- 5 day week
- £10 per hour
- We close Christmas Eve, Christmas Day and Boxing Day and the 1st, 2nd and 3rd of January.

What we need:

We are currently looking for a professional person to join our small kitchen team, to deliver excellent consistent quality dishes for our busy restaurant. Experience in a busy kitchen, ideally in a similar role is essential. No formal qualifications are required but SVQ 2 or 3 level or equivalent and basic food hygiene certificate would be an advantage.

The successful candidate will be invited for an interview followed by a trial shift.

Our Restaurant is open 7 days a week 8.00- 4.00pm and a Saturday evening.

What skills you need:

- Excellent cooking and good baking skills
- Good knowledge of Health & Safety
- A passion for food and a positive attitude.
- A cool head and the ability to work under pressure
- Good communication skills

Job Type: Full-time

Salary: £10.00 /hour

Experience:

- line cook: 1 year (Preferred)

Sous Chef

The Weymouth Street Hospital is looking for a Sous Chef to join its Catering team.

The Hospital is widely recognised as one of the UK's most luxurious independent hospitals providing first class healthcare. Our patients have consistently rated us as their first choice London Hospital for patient care since we opened in 2010. We continually strive to maintain and improve our services with patient care being at the forefront of everything we do.

Our beautifully designed patient bedrooms provide luxury and comfort. All rooms have flat screen televisions and surround sound entertainment systems. The accommodation and facilities have been designed to an exemplary standard, providing new levels of patient services in central London. Delicious freshly cooked food is served to order.

MAJOR DUTIES

- Ensuring all policies and procedures are followed in the production and serving of all food and beverages in the Weymouth Street Hospital.
- To complete all ordering that has been delegated to you by the Head Chef, or to complete all ordering in the absence of the Head Chef considering cost and storage parameters at all times.
- To insure the highest quality of food available is served to all patients, consultants and staff.
- Making sure all due diligence and relevant paper and admin work is carried out to ensure we are operating a safe kitchen and recording it accurately and correctly.
- Making sure all stock is rotated properly and labeled in line with company policy.
- Making sure all out of date food is disposed of and recorded as wastage
- Correct use of the kitchen whiteboard, adding items when we are running low and before we run out.
- Supervising other members of staff making sure they carry out all of their duties to the required
- Reporting any relevant issues to the Head Chef to make sure they are addressed
- Making sure any equipment or structure problems are reported to the Head Chef or Facilities, to be addressed at the earliest possible time.
- clean and tidy at all times outside of the busy service periods, fridges, freezer, blast chiller.
- Completing all preparation tasks left by the Head Chef and making sure the kitchen is fully prepared at all times.
- Completing the preparation list for the next day and communicating effectively any work that needs to be completed with other, members of staff.
- To ensure a safe and secure working environment.

Job Types: Full-time, Permanent

Sample professional standards

For more detailed information, including sample standards for cook and chef de partie, please visit

<http://laca.co.uk/school-catering-workforce-development-guidance-how-use-professional-standards>

A professional standard for a head of kitchen

Head of kitchen is a collective name for a range of job titles, for individuals that manage the efficient and effective running of a school catering operation to deliver a quality food service in education. Depending on the organisation, examples of these could include catering manager, chef manager, caterer, head chef or catering supervisor all of which relate to similar job roles in the wider catering industry. Running a team of cooks and kitchen / catering assistants, the manager needs to adhere to legislation and organisational guidelines, policies and procedures as well as client specifications and budgets. Meeting Ofsted inspection requirements is also key to the role requiring these managers to work closely with the school leadership team to ensure a whole school approach. Nutrition, portion control and quality are all essential to achieve an effective food production operation and subsequently happy customers. The role may involve running an operation with prescribed menus, or could include the responsibility for menu design. This standard has been developed as part of the School Food Plan, the details of which the head of kitchen should be familiar with. The head of kitchen must also be aware of the requirements of the food based standards and guidance and other relevant legislation and guidance specific to school catering.

The structure of the standard

The table in this document contains the professional standard that employers have agreed for the role of a head of kitchen in a school catering operation.

The standard is presented in three parts covering:

PART 1 Knowledge (Know it!)

PART 2 Skills (Show it!)

PART 3 Behaviours (Live it!)

Element of the standard	Knowledge (Know it!)	Skills (Show it!)	Behaviours (Live it!)
Food preparation and cooking	Know skills and techniques for preparing high quality, nutritionally sound food in a school environment	Ensure food produced is of high quality, appealing and maximises nutritional content	Take pride in food preparation, cooking and service; where appropriate experiment with new techniques and ingredients and encourage the team to do so too
	Know the organisation's recipe and menu specifications	Ensure the team follow recipe and menu briefs / specifications to produce consistent, quality dishes	Be creative and engage with other stakeholders to provide ideas for special events
	Know when menus can be altered, adapted or developed to meet school and pupil needs, and for special events (in line with organisational / school requirements)	Adapt standard menus to meet local needs and volumes, and develop menus to cater for specific events when requested	Use creativity and embrace diversity and the latest trends when planning and producing menus and dishes
	Know where to find information on new ideas and trends in food and drink service, and ways to develop and cost both menus and dishes to incorporate them	Plan and produce appealing menus and dishes which are positively received by pupils, give parents and carers confidence that school meals are of a high quality, ensuring they meet the food based standards and guidance *Where applicable to the organisation	*Where applicable to the organisation
	Understand the importance of providing and maintaining standards in a school catering operation	Produce clear standards and methods for team members to follow when preparing dishes	Proactively communicate with team to ensure understanding of menus, dishes and recipes
Service area	Know the importance of maintaining different service areas for the provision of food and drinks	Present products and services to the highest standard	Demonstrate and lead high standards in all areas of the school catering operation
	Know how to prepare and display food and beverages to maximise sales and maintain the quality of products during its shelf life in line with the organisation's requirements / policy	Store, prepare, package, transport and display food safely to maintain quality	

Element of the standard	Knowledge (Know it!)	Skills (Show it!)	Behaviours (Live it!)
Service area (continued)	Know the legislative requirements for the storage, sale and transportation of food and beverages	Work within the legal framework for food and beverage preparation, storage, transport and service	Demonstrate safe and legal working practices at all times
	Understand the principles of merchandising and how to present available food and beverages and service information that is appealing to pupils	Merchandise and display available food and beverages and service information effectively to pupils	Be creative and promote a pupil centred display to engage and excite
Customers and service	Know the customers of the school catering operation (e.g. pupils, parents and the school), know how to market the service and why it is important to engage with stakeholders and help develop the school's food policy	Engage with pupils, parents and the school regularly, including when introducing menus and dishes and encourage school staff to eat in the dining area	Use proven and new methods to engage with stakeholders, and see the dining experience through the eyes of a child, for example taster sessions, parents evenings, school council or school nutrition action groups (SNAGs)
	Understand why having food and beverages ready in good time to the required standard is critical to a positive meal experience for pupils	Ensure catering team work together to produce high quality food and beverage on time and of good quality that is appealing and satisfies pupils and encourages meal take up	Look for ways to improve service from pupils', school's and catering operation's view point
	Know why it is important to talk to stakeholders about the school catering operation and the most appropriate methods to use for each e.g. pupil, parent, school, suppliers	Contribute to school catering education through local and national initiatives, e.g. school vegetable garden / growing schemes, providing demonstrations / recipes	Look to find new opportunities in line with the whole school approach, such as vegetable gardens, classroom interactivity or cooking lessons
	Know the requirements of the contract or service level agreement with the school, including meal number targets, and how the catering operation must meet these	Manage contract and / or service level agreements with school, communicating regularly with appropriate stakeholders on performance	Be accountable for meeting and exceeding contractual obligations whilst improving standards and meal take up
Nutrition, allergens and dietary needs	Know how to prepare a menu containing healthy balanced meals in line with the food based standards and guidance, how to ensure the kitchen team meet these and why this is important to pupils	Manage team to prepare, cook, regenerate and serve food to keep the nutritional goodness (e.g. no added salt, healthier cooking methods)	Prepare and serve a mix of familiar and new foods and encourage pupils to experiment, being aware of individuals with allergies
	Know legislative responsibilities for the management of allergens and identification of pupils at risk in the school catering environment	Ensure compliance with allergenic regulations by managing the implementation of, training staff on, regular monitoring and review of an allergen management system	Have a forward thinking approach to managing allergens, seeking suitable alternatives and ensuring legal compliance
	Know how to identify and what to do to adapt menus to meet dietary, religious and other requirements	Adapt menus and recipes to meet the needs of dietary, religious or other needs in line with relevant school requirements, food based standards and organisation's procedures	Create appealing meals which meet pupils' needs without drawing attention to them

Element of the standard	Knowledge (Know it!)	Skills (Show it!)	Behaviours (Live it!)
Health, safety and hygiene	Understand how to manage food safety systems in line with current legislative requirements and identify, prioritise, schedule and implement monitoring, training, maintenance or repair work in ways which minimise disruption to customers	Prepare, cook and present food to agreed food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times and food safety management procedures followed/recorded to adhere to legislation. Ensure staff are fully trained and follow the food safety management system	Lead the team with passion, instilling a sense of pride to ensure a consistently high quality and efficient, safe food production operation
	Know what to look for in ingredients and resources and how to handle and store them to maintain quality, in line with food safety legislation	Ensure ingredients and resources are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer	Take responsible decisions that support high standards of food safety practices Use a considered approach to managing ingredients to maintain their quality and safety Create a culture of compliance and safe working
	Know how to, and the importance of, risk assessment, and what the health and safety requirements, responsibilities and accountabilities are for the role and working environment	Conduct risk assessment, ensure team members follow health and safety procedures, deal with health and safety incidents promptly, recording and reporting all information required	
Teamwork, culture and leadership	Understand the key legislative requirements and initiatives driving operations, standards and quality in school catering, e.g. food based standards and guidelines, school food plan and how these can best integrate to own organisation	Embed the requirements and ethos of the legislation and guidance into the objectives of the catering team, leading and motivating them to work to a whole school approach	Encourage team members to see the importance of their role within the whole school approach and realise their individual potential
	Understand the principles of team work and managing the engagement and motivation of teams to achieve the objectives of the school catering operation	Build and maintain a team in an environment that encourages and facilitates effective working to achieve aims and objectives. Provide support, coaching and mentoring as appropriate to maximise understanding and performance of team members	Support team members and encourage them to take a pride in their role through demonstrating a consistently positive and professional approach
	Know the importance of continual professional development and where to source opportunities	Use structure of informal performance reviews to regularly plan self-development in line with personal objectives	Take ownership of self-development and complete development activities that provide personal results and will support the organisation
	Understand the organisation's human resource policies and procedures– e.g. managing recruitment, induction, team development, training and succession planning	Assist in the recruitment and induction process and, if applicable in organisation, follow performance management systems. Plan staff training and development.	Continually develop team members to improve knowledge, skills and behaviour in line with their personal and organisational objectives
	Understand the team's role in the school and how its contribution to the school's food policy contributes to high quality delivery and uptake of school meals	Conduct regular performance reviews and agree development plans to support the development of teams and individuals Communicate and work effectively with school leadership, and engage with the development and ongoing management of the school's food policy	Use a customer centred approach to performance management of staff and address poor performance professionally and promptly Be proactive and innovative when contributing to the school's food policy

Element of the standard	Knowledge (Know it!)	Skills (Show it!)	Behaviours (Live it!)
Teamwork, culture and leadership (continued)	Understand the school's role within the wider catering and hospitality industry, how to keep up to date with latest trends, standards and technology and the potential impact on own organisation	Regularly review the school's operation in light of industry trends and changes, looking for opportunities to develop links with external organisations to improve the school catering operation	Take opportunities to attend trade shows, competitions, visit other catering operations and networking events
Stock, orders, costing and finance	<p>Know the organisation's policies and procedures for sourcing food, beverages, disposables and cleaning supplies</p> <p>Know the importance of working within budget when ordering</p> <p>Know the principles of effective stock control and how they work in own organisation</p> <p>Know the financial procedures for income and expenditure in the organisation</p>	<p>Source food, beverages, disposables and cleaning supplies in a cost effective way from approved suppliers ensuring quality and service from supplier</p> <p>Manage stock from ordering to use / consumption ensuring proper rotation and use and minimising wastage</p> <p>Complete stock control procedures as required by organisation</p> <p>Process and record income as required, whether through invoicing, tills, cashless systems or internal charging. Manage expenditure to ensure cost efficiency and ensure that all relevant documentation is kept</p>	<p>Work in a cost centred way to ensure ingredients and supplies are of the correct quality for the best price</p> <p>Instil a stock and resource aware culture to the kitchen</p> <p>Be creative and use positive negotiations to source a range of ingredients at the best financial advantage</p> <p>Be financially astute and accountable in work activities, visibly discourage waste and act credibly on matters that affect business finance, take responsibility for income and expenditure</p>
Technology	<p>Understand how technology is used by the business to support the delivery of products and services</p> <p>Know the types of sensitive data required for children in the dining area, for example: children's personal details or medication</p>	<p>Use technology provided to provide an efficient food production operation and maintain records</p> <p>Receive, store and use confidential data relating to children within own area of responsibility</p>	<p>Champion the use of new technology to benefit individuals and the organisation</p> <p>Take a proactive approach to safeguarding, ensuring effective on going communication with relevant parties</p>
Safeguarding and confidentiality	Know the school's safeguarding policies and procedures, how to identify and report potential safeguarding concerns	Look out for potential safeguarding issues and report immediately in line with organisational policies and procedures	

Sample standard operating procedures for kitchen operations

For more detailed information, please visit

<http://www.menucha.org/wp-content/uploads/2010/01/Kitchen-Policies.pdf>

KITCHEN POLICIES & OPERATING PROCEDURES

Standard Operating Procedures for the Major Departments - the Kitchen and the Dining Room - are written statements specifying exactly HOW you will provide consistently good food and service for your guests... at a profit. The content of these "SOP" statements is determined by your menu, facility, layout, equipment and your style of service.

Yes, deciding "what is so" about the detailed aspects of your operation and then clearly writing it all down is an enormous effort requiring expert knowledge, concentration and perseverance. The payoff shows up in more well-controlled operating costs, improved efficiency, better safety and sanitation and, most importantly, more consistent customer service and food quality.

Kitchen Policies & Procedures

Opening the Kitchen

- Access: Designate who is issued keys and alarm codes
- Entrance: (Specify which is to be used.)
- Alarms: Follow shut-off procedure
 - (Have phone number(s) of Alarm Company posted)
- Clock in or fill in a time card.
- Basic Utilities: Turn On
 - Lights
 - Air system
 - Equipment requiring time to pre-heat:
 - Proofers
 - Griddles
 - Ovens
 - Ranges
 - Grills
 - Broilers
 - Fryers
 - Steamers
 - Kettles
 - Steam Tables (Bain Marie)
 - Hot Food Display Appliances
- Unlock Refrigerators and Freezers.
 - Check Temperatures of units.
 - Put Keys in proper storage area.
- Line and distribute trash bins.
- Layout floor mats.
- Dish & Pot Washing Equipment: Inspect, assemble, add chemicals, turn on.
- Check Hot Appliances for temperatures, odd noises, leaks.
 - Inspect the whole kitchen area for:
 - Neatness & cleanliness
 - Equipment malfunctions
 - Orderliness
 - Proper storage practices: food, supplies, tools.

©Francis Lynch ChefDesk 1997

Check phone messages.
Inspect Food Storage Areas for:
 Presence and condition of foods
 Proper storage practices: labels, dates, wrapping, location.
Distribute towels and other issued items to stations.

Production Pre-Prep

Check the reservations for special events/parties.
Count current inventories of prepped menu items left from previous shift.
Based on leftovers and/or a Daily Specials Plan, decide on any "Specials".
Refer to sales forecast for determining production requirements.
 Often a "sales forecast" is just knowing your daily sales pattern and factoring in very unusual weather or special events in your area that may increase or decrease traffic that day. Experience plays a large role.
Write a **Prep List**: Items, amounts and sequence.
 (Each cook should write their own prep list - guided by the chef)

Preparation Procedures

Use established Par Stock Levels of Basic Menu Items and Foundations.
 (Often varies by the day of the week and shift.)
"Pull" the items needed to begin cooking... based on the prep lists.
Pull items for the next shift or day, according to expected needs.
Use **written** recipes for each Menu Item.
 Recipes should specify measurements, techniques, holding instructions portion sizes and plating instructions. (Photographs of plated foods are recommended.)

"Firing" Orders:

Treat the servers with courtesy and respect.
Know and Follow the written recipe procedures for cooking and plating.
Follow **one** procedure for controlling the written orders: "dupes" or print-outs.
 Systems vary for holding orders: Wheels, snap-lines, check slides.
Designate one person to manage the order-tickets and verbally firing orders.
After the food is up, keep the tickets - do not discard. Turn in at end of service.
Notify the service staff of imminent "run-outs".
 (Use a "chalkboard" system.)

Ordering and Receiving

Use Lists of Par (Raw Material) Stock Levels by category:

- Produce
- Dairy
- Meats, Poultry, Seafood
- Pastas, Rices, Grains
- Dry Goods, Condiments, Oils, Vinegars
- Kitchen Alcohols - Liqueurs, Wines, etc.
- Herbs, Spices
- Bakery/Pastry items
- Beverages for Service
- Chemicals and Cleaning supplies
- Paper Goods
- Kitchen Office supplies

Refer to the Vendors List for Ordering:

This list will quickly be unnecessary for experienced personnel because they will know which food is ordered from which vendor and when orders are made. It is very helpful for new staff members.

(The Vendor List should contain:

- Vendor Name
- Contact Persons (Sales rep and delivery person)
- Phone, Fax, email numbers of the sales rep
- General Item Categories supplied
- Day of week to order
- Day and approximate time of delivery.)

Ordering Procedure

Ordering & Receiving Form (Often the same piece of paper)

This should show:

- Date item is put on list
- Item being Ordered (Be specific)
- Vendor to Order From
- Person Ordering
- Date Actually Ordered
- Check-box of receipt (upon Delivery)
- Person Receiving
- Special Comments
 - (Ordered from other vendor, substitute item delivered, out of stock, etc.)

Receiving Procedure

Use the Order Form to verify that items ordered came in

Use Specified Rotation Rules

(Typically FIFO : First In - First Out)

Policy should state exactly where new items are to be stored on shelves in relation to identical items already on hand. (New items go to the left and/or in the back of and/or under old items, for instance.)

Date dry goods (Indelible marker on item, usually)

Requisition or Usage Procedures

The size and complexity of the kitchen determine how formal this procedure may be. Formal systems use a requisition form filled out by production personnel, reviewed by a chef, given to a special person (steward) who issues the items, records the event, adjust the inventory level and may order more goods.

Most kitchens just have the cooks go get their items themselves and do nothing more. Others allow the cooks to get their own foods but require a notation on a form listing what was taken, when and by whom.

At the very least, when a minimum par level is reached, cooks should requisition (order) replacements to avoid run-outs.

The chef should be constantly monitoring inventory levels, comparing stocks on hand to projected needs. (Because of special events, par levels are not always adequate for assuring that enough food will be on hand.)

Kitchen Orderliness

Storage Locations: DICTATE WHERE EVERYTHING GOES! (Be firm on this.)

Specify where all food types are stored.

(Using a label maker that prints adhesive, smooth, washable labels is recommended for marking shelves, cabinets and refrigerators/freezers.)

In addition, specify the location of:

- Pots, Pans, Trays
- Appliances & Appliance Accessories

Utensils, Small Wares
China, Flatware, Glasses
Bus Tubs
... and specify that all of the above are to be stored DRY!
Chemicals
Cleaning Supplies
Linen - Clean and Soiled
Paper goods

SAFETY & SANITATION:

The following information presents key points that should be included in your policies and procedures. It is emphatically recommended that all of your key personnel take the "SERVE-SAFE" course sponsored by the National Restaurant Association. This course is a comprehensive training in preventing Food-Borne Illness and Accidental Injury.

Ware-washing:

The persons washing up are as important as any other key employee.

These people keep your operation running. They not only clean, **they organize!** They are responsible for putting EVERYTHING IN ITS PLACE.

Their performance, above all others, prevents food poisoning and creates order.

The "dishwasher" may also do basic food prep and help receive and put away deliveries. They often know as much or more about how to take apart and reassemble equipment plus what to do to keep things running properly. Take the time to hire and train these people well.

Setting up the Washing Area:

Inspect the dishwasher for cleanliness. Clean if necessary.

Check the chemical levels. Fill as required.

Assemble the machine, if left dis-assembled.

Fill and run a few cycles to assure proper chemical levels, if necessary.

Straighten out racks and shelves of pots, pans, trays, bowls, boards. Nest if dry.

Set up the pot-washing sinks: Wash - Rinse - Sanitize. Clear drain board.

Assemble tools: scrapers, squeegees.

Check and refill hand-washing station stocks: bacteriostatic soap, paper towels.

Line and distribute trash receptacles.

Running the station:

Check the sanitizer strength (often chlorine) with test strips every 2 hours.

Empty, clean and refill the machine as needed or at least every other hour.

Keep the floor dry near the dish area.

Let all items air dry before putting away.

Avoid excessive dumping of fibrous foods into the disposal.

Avoid putting large amounts of starchy foods into the drains: rice, cereals.

(They swell in your pipes and clog them.)

Avoid putting fats into the drains: shortenings, icings, oils, butters.

(They congeal in your pipes and clog them.)

Keep paper out of the disposal.

Fold down partially full trash can liners and stack new ones on top.

(This keeps the bags light enough to lift out without splitting.)

Notify the chef if the station is caught up and other duties can be assigned.

Cleanliness

Personnel:

Bathe Daily. Use deodorant. Wear no cologne or after-shave.

Restrain hair: Wear a hat (or net) and tuck hair into it.

Wear a clean full uniform (jacket, long pants, apron, hat)
Name tags and scarf, if part of the uniform

Wear closed-toed, non-skid, non-absorbent shoes

Hands:

Wash hands with sanitizing cleaners for at least 20 seconds

Dry with a disposable towel.

Wash whenever finished cutting raw meats ... and after:

Going to the toilet

A break

Using the phone

and ... whenever they become soiled.

Floors:

Wipe all spills immediately and thoroughly - Do not use that towel again for prep.
Sweep floors frequently and always before and after each "rush" period.

Work / Prep Tables:

Use Cutting Boards

Sanitize any board and knives used for cutting raw meats

Keep the items on work tables organized - Do not crowd the tabletop.

Keep all knives visible: Do not cover knives with food, towels, etc.

Wipe up spills right away.

Work with CLEAN towels.

Small Appliances:

Pay close attention whenever using equipment with moving parts.

Use appliances according to their instructional manuals.

Do not overload blenders, food processors, mixers, fryers.

Do not leave mixing/chopping appliances running un-attended.

Unplug electrical appliances before cleaning, assembling or disassembling.

Wipe clean after each use.

Store attachments (lids, blades, hooks, paddles, whips, etc.) in their right place.

Drawers & Shelves:

Store knives so they are visible and will not fall or be covered - NOT in drawers.

Before opening a new food container, be sure the old one is used up - not "lost".

Avoid stacking items to the point they become unstable.

Large Heating Appliances: Ovens, ranges, broilers, etc.

Wipe up all spills immediately.

Monitor temperatures on a set schedule: once per shift. Enter readings in a log.

Follow a scheduled preventative cleaning and maintenance schedule.

Cooling Appliances:

Wipe up all spills immediately.

Keep door handles, door seals, floors and shelves clean.

Vacuum and de-grease cooling coils / fan area weekly.

Do not block air-exchange passages with food.

Monitor temperatures once each shift. Record temperatures in a log.

Wrap, label and date all items.

Store items in their designated spots.

Empty and clean refrigerators at least weekly.

Storage Guidelines:

Thaw foods in the refrigerators as much as possible.

Raw meats should be stored at the bottom of the fridges, covered.

Dairy products and raw meats should be held in their own very cold refrigerators, nearly freezing. Or keep them in the coldest (usually the bottom) part of the fridge. Fish and Poultry should be in plastic bags, covered in ice, packed in perforated pans that drip into a deeper catch-pan.

Produce should be kept cold but out of danger of freezing.

(Store ordinary onions and potatoes in a cool, dry, dark pantry.)

General Safety Rules & Procedures:

Keep food temperatures below 40 (5C) and above 140 (60C).

Understand and apply the principles of safe, sanitary food handling.

(Key personnel should take the SERVE-SAFE course!)

Do not work when you have a cold.

Keep your hands CLEAN at all times.

In emergencies, quick-thaw frozen food under cool (70°F) running water, with the food held in a vessel in the sink, not just in the sink.

NO RUNNING.

Carry knives point down at your side.

Do not point or gesture with knives.

Let falling knives fall.

Keep all knives sharp.

Never leave a knife in a sink or in a drawer.

Wipe up all spills immediately and thoroughly.

Do not store food on the floor.

Keep aisles open.

Store cleaning supplies and chemicals in a separate location - away from food.

To lift heavy items:

Squat down, bending your knees.

Grasp the item securely. Gain balance.

Lift with your legs, keeping your back as straight as possible.

Stand up straight. Look where you are going. Be sure the way is clear.

Do not block your sight when you walk with the item.

Squat again if necessary when setting the load down.

Clean pocket thermometers with alcohol swabs between uses.

Wear gloves if you have cuts on your hands.

Taste foods with utensils - no fingers or "double-dipping".

(All staff members should know basic first aid for cuts and burns.

Your First Aid Kit should be checked daily to be sure its contents are adequate.)

Key staff members should be able to recognize when a person is in shock.

All staff members should know how to dial emergency phone numbers.)

Fire Safety:

(All staff members should know:

How to use the portable fire extinguishers.

Where they are.

The limitations of the portable fire extinguishers.

The presence of the built-in fire suppression system - and what activates it.

How to safely evacuate the building.

All cooks should know:

How to put out very small flame-ups with salt or baking soda.

That water on a grease fire will just make it worse.

To NOT "clean" grills and broilers by setting the heat to MAX to burn food off.

Closing the Kitchen

Specific tasks for closing differ with each kitchen. As time permits, each station cook should begin closing their respective stations during the last hour of service. Soiled bowls, tools, boards, pans, etc. that are least likely to be needed again should be sent to the potwasher. This

reduces an overload in the washing station. As much as is practical, keep bringing dirty items to the potwasher as the breakdown and cleaning progresses rather than dumping all of the soiled cookware on the potwasher at the last minute.

As soon as the last order is sent out, all heating equipment should be shut off and wiped down when cool enough.

Food should be dealt with before general cleaning tasks commence. All food should be re-packed as necessary. Sanitation (and reducing the need for refrigerated storage space) dictate the details of this re-packing activity. Hot foods should be stored in shallow, wide containers. This speeds up the cooling process. All food should be labeled, dated and sealed. Leftovers should be dated in a way that states when they were first prepped... not just when they were last put away.

If it hasn't already happened, any foods needed for the next shift should be pulled from freezers and/or processed according to the needs of the menu for the next shift or day(s).

Other tasks commonly attended to **by cooks** in most closing procedures include:

- Wash and sanitize the hand tools: knives, special cutters
- Unplug, wash and sanitize small appliances.
- Wash and sanitize the station fixtures: tables, shelving, cabinets, heat lamps.
- Empty, wash and sanitize under-counter line refrigerators. Re-assemble.
- Lock up special tools and cooking alcohols.
- Write any notes for the next shift.
- Fill out any production reports, inventory par sheets.
- Write additional items on Ordering Sheets.
- Turn in the dining room order forms: dupes or print-outs
- Make final checks of the coolers and freezers. Write temps on log sheets.
- Lock all cabinets and coolers. Put the keys in their storage place (no pockets!).
- Re-Check that all ovens, ranges, grills, etc. are shut off.
- Put soiled towels and uniforms in the proper hampers.
- Clock out.

The **dish / pot washer (or night porter)** should:

- Complete putting away all items after washing and allowing to air-dry.
- Breakdown, clean and re-assemble dish machine. Leave open to air-dry.
- Wash down walls and shelving all around and under washing area.
- Check and refill chemicals as necessary.
- Wash and dry slides.
- Store cleaning tools: scrapers, squeegees.
- Collect all trash receptacles. Empty, wash, leave to air dry. Re-line when dry.
- Straighten chemical and cleaning supplies cabinets.
- Gather the floor mats, clean and hang to dry.
- Sweep and wash floors.
- Check laundry bins for correct contents: Sort as needed. Store in pick-up area.
 - Reline laundry hamper frames with new laundry bags.
- Clock out.

Closing Manager:

- This person should make a final inspection of the kitchen.**
- Double-check that no perishable foods have been left out.
- All refrigeration equipment should be checked to be sure that it is on and working and locked.
- Any cabinets that should be locked need to be re-checked and the presence of the kitchen keys needs to be verified.
- All heating equipment should be re-checked to be certain all units are off.

Monitor the general cleanliness and orderliness.
Determine that everyone else has left.
Secure the office and the sales receipts.
Shut off the fans and the lights.
Lock interior doors as needed.
Activate the alarm system.
Exit, checking that the exterior door is secure.

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Managing staff absence: A step-by-step guide

Be prepared: Looking after your staff and your business

People are going to be off sick from time to time. Most employees feel bad about letting down their colleagues and most employers are reasonably sympathetic about their staff's welfare.

But absence because of sickness, or another unexpected reason, can put your business in a tricky situation, particularly if you have no policies in place for dealing with it.

You need to know why staff are off, when they will come back and how you will deal with:

- short-term sickness absence which lasts less than a week
- repeated short-term sickness absences which may follow a pattern
- long-term sickness absence lasting several weeks or more
- unauthorised absence for other reasons.
- Sickness absence can be caused by a mixture of:
 - an employee's general physical condition
 - working conditions including health and safety standards, levels of stress, and harassment and bullying
 - family or emotional problems, or mental health issues other than stress.

Managers and employees often appreciate clarity and honesty about how such personal issues will be managed.

There are some legal issues to take into account, but making sure your staff are well, happy and working effectively is largely a matter of doing the right thing and using common sense.

This tool is aimed at small firms, and line and team managers in larger organisations.

For more detailed information, please visit <http://www.acas.org.uk/index.aspx?articleid=4199>

Managing staff – The 9 Skills Every Great Supervisor Needs

If you're a supervisor, chances are you feel you don't always get the respect you deserve. Some lower-level staff think supervision is easy. Outsiders, too, may look at the organisation's figureheads – the top bosses and the young talent – and think "these are the people driving success."

They couldn't be more wrong. The fact is, a good supervisor tends to deal with more responsibilities in any 10-minute period than most other employees handle in a week.

A supervisor often supports team members in a range of roles, which means they need to understand lots of different jobs, and how to solve all the problems associated with each one.

A good supervisor also motivates. They make sure their team has the tools to do their job, and the confidence to do it brilliantly. Without a supervisor, things break down fast.

None of the above is easy. But then, you probably know that – and you might be doing it already.

Or, perhaps you're a newly-promoted supervisor - and you're working hard to develop the skills you need to be a truly great one.

To help, we've broken down this important specialism into 9 essential skills that every great supervisor needs. Check if you already have them, identify the ones you need to work on - and learn how to use them.

1. Being proactive

As a supervisor, your team needs you to (1) set standards, (2) give direction and (3) provide support when things go wrong. That means you need to be one step ahead of your staff. You must be ready with instructions and answers.

In other words, you must be proactive. Make sure you:

- Plan ahead
- Solve problems as soon as you spot them

2. Creativity

Ever heard someone say, “no two days are alike in this job”? You might have said it a few times yourself! As a supervisor, you're constantly challenged by new problems and goals. That means you must be creative in solving them. To be a creative problem solver you must:

- Be open to new ideas
- Keep your mind on your job – think about how to improve performance, even when away from work

3. Quick-thinking

Two things make the modern workplace hectic: constant change, and the quest for higher performance. As a supervisor, you must be ready to grasp new ideas fast, and juggle multiple problems at once. The skill of quick-thinking is essential. Great supervisors demonstrate it by:

- Being alert to new challenges
- Addressing issues as soon as they arise

4. Technical expertise

At the heart of the supervisor's role is the need for a conscientious expert - someone who can make sure the team's work meets the high standards required. That person is you.

Great supervisors have comprehensive technical knowledge of each role they support. It takes a high-calibre individual – but nobody ever said being a supervisor was easy. Make sure you have:

- The right qualifications
- The experience needed to measure help improve performance

5. Being a continuous learner

Standards and technologies change over time. So, to remain an expert, you must never stop learning or refreshing your knowledge.

A great supervisor should:

- Stay abreast of current trends, by reading relevant journals and studies
- Updates your training and qualifications regularly
- Always be on the lookout new ideas that can benefit the team

6. Good communication

This is perhaps the most important skill on our list. You can possess every other skill in spades – technical, mental, or strategic – but if you can't connect with your team, you're done for.

A supervisor's job is ultimately to support the team. You need to give them what they need to excel at their job, whether that is a pep talk, advice, or a telling off. Everything you give them requires good communication. Great supervisors are, undoubtedly, great communicators too. Make sure you:

- Speak regularly to every member of your team, whether at employee review meetings or in normal work settings
- Tell supervisees about problems, successes, and new methods
- Are respectful and supportive

7. Having self-control

Things get heated in every workplace - when work pressures are high, when personalities clash, or when colleagues disagree on the right way forward. In these situations, the staff you supervise may lose their tempers and resort to arguments and name-calling, and it's up to you to sort this out. If you have your own issues with anger, the charity Mind has help and advice.

A great supervisor sets the right example by having self-control. When things get heated, you bring the focus back to work by keeping a level head. Check your self-control by making sure you:

- Don't lose your temper unnecessarily
- Bring something positive to every interaction – never start or escalate negative situations

8. Listening

As we said earlier, being a supervisor is a support role. It's not just about telling people what to do, or what they did wrong. You also need to help your staff to solve problems and become better at their job.

That means being a good listener. Make sure you:

- Are approachable and your team know they can talk to you
- Listen carefully to supervisees' needs
- Act on team members' requests in a way that helps improve performance

9. Being even-handed

Finally, good supervisors always reward their supervisees fairly. When something goes wrong, you need to make sure the person responsible know how to improve next time. But as their supervisor, you must also take responsibility. And when you achieve success, a fair supervisor shares the credit with the team. You'll quickly lose their respect otherwise.

A fair supervisor:

- Is just as ready to give praise as to accept it
- Accepts responsibility when things go wrong
- Only uses disciplinary measures to address real problems, never for personal reasons

Conclusion

Being a great supervisor requires more intelligence and guile than most people realise.

As we've seen, your skills make everyone else better at their jobs. Without a great supervisor, morale and performance suffer.

But with a supervisor who is pro-active, communicative, supportive and fair? That's when a team can really succeed. If you learn the nine skills described above, you'll be well on your way to greatness.

Supporting the Executive Chef

Communication methods

What are the different methods of communication?

The following are some different methods of communication that are commonly used within the workplace:

Verbal

Verbal communication is simply speaking. This can be done one-on-one, in a group setting, over the phone, etc. Verbal communication is a personal means of communication and should be utilized more than just emails or phone calls when possible. Being able to see the person you are communicating with face to face can help you gauge their response by reading their body language and actively participating in dialogue.

When you use verbal communication, be aware of your tone of voice, speed, and inflection. Avoid sarcasm or angry tones, as they can put the people you are speaking with on the defensive. When speaking to a group or your team, make sure you speak loudly and clearly so everyone can understand you. Arrange for a microphone if you are addressing a group in a large room.

Verbal communication is best when you need to discuss something in detail, or when complimenting or reprimanding someone.

Written

You can't avoid written communication in the workplace; it's everywhere. Emails, memos, reports, and other written documents are all part of every day business life.

Written communication is the most appropriate when detailed instructions are required, when something needs to be documented, or when the person is too far away to easily speak with over the phone or in person.

Email is a lifesaver for many people, especially in the business world. If you rely on emails and memos to conduct your business, it's very important to portray a professional image. Don't use abbreviations unless they pertain to your field, and always use spell check and read over your email before you send it to make sure it's clear and concise. Emails should be brief and to the point.

Non-verbal

Non-verbal communication plays a large role in the way you communicate with others. Unless you're using sign language, however, you probably don't want to rely on it as your sole means of communication.

You do, however, need to be aware of it. Your gestures, eye contact and movement, and the way you stand and sit all convey a message to the person you are communicating with. Use gestures appropriately, or leave your hands at your sides. Don't fidget, which is distracting, and avoid crossing your arms, which sends off the appearance of being angry or closed off. Always look the person you are speaking to in the eye, and don't roll your eyes or stare while they talk.

Which method is right for me?

There is not one "right" way to communicate, but you should be aware of what is appropriate and when. Your chosen method of communication is dependent on the situation. Put yourself in your employees' shoes. If you needed to have a certain message conveyed to you, think first how you would like to receive it. Use your good judgment of the situation and be considerate of your employees, and you will be an effective communicator.

Motivational Skills

Introduction

Motivation at work plays vital role. Source of motivation can be internal and external. You can feel motivated internally only when you have burning desires to achieve. External motivation comes through bosses, peers, parents or spouse.

Motivational skill is very important for the leaders to lead from front in order to get task done effectively and on scheduled time.

To motivate team, you need to apply following skills.

- 1. Give recognition to the team's achievement.
- 2. Giving respect would motivate people to give best.
- 3. Extend help.
- 4. Provide opportunities to grow.

Motivation means encouragement. It's a driving force that helps any individual to move further. Many a times we are made to do the same job everyday. This is where motivation comes into picture. By motivating the individual he may be encouraged to work and bring new prospects and revenues.

Points to remember:

- From a professional perspective motivation can be given in the form of perks, bonus etc.
- It may not always be monetary. Listening to grievances of the individual can be an important factor to motivate.
- Every individual has a different way of being motivated.
- Motivation skills are not just about how good can you motivate others; but how good can you motivate yourself.
- Creating challenges occasionally is also a form of motivation.

Why motivation?

- Reduces boredom.
- Brings new prospects and revenues.
- Leads to job satisfaction and mental peace.
- Avoids jealousy and prejudice amongst team.
- Helps to achieve deadlines faster.

Ways of motivating

New and old employees can be motivated by

- Offering perks and incentives regularly
- Incentives may not always be monetary
- For old employees, a friendly and supportive atmosphere matters
- To retain old employees, appraisals works the best
- Organizing events and programs to reduce monotony
- Sending employees on site.
- Giving them new challenges apart from their daily tasks.
- Appreciating their hard work.

CHEF



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Module-2

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 2: Co-ordinate the operation of the food preparation and cooking area

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas

Duration 45 hours **Theory:** 9 hours **Practical:** 36 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Check what bookings and functions are made for food service areas	The student will be able to: Access information on a daily basis about different bookings and functions from appropriate sources Assist the executive chef in taking inventory Assist the executive chef with the ordering of kitchen supplies Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared Ensure staffing levels are sufficient to respond to bookings and functions	Accessing and understanding information about different bookings and functions from appropriate sources, including daily events sheets, bookings diaries, consultations with senior team members (including Chefs de Partie) Offering ideas and suggestions to the executive chef, including planning menus for bookings and functions, improving overall kitchen performance Assisting the executive chef in taking inventory to support delivery of food and beverage services for bookings and functions, including directing stock checks by Chefs de Partie and others Assisting the executive chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions, including checking the preparation of requisition orders, signing off for submission to stores Ensuring that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared, including informing Chefs de Partie Managing appropriate staffing levels to respond to bookings and functions, including duty rotas, liaising with Chefs de Partie, negotiating with HR department, re-allocating associates to respond to changing demand Compliance with relevant regulations and standards	Standard operating procedures for the kitchen Marker and pen etc Notebook Log book Record of allocated duties and tasks Notice board Booking register Daily event sheets Daily activity plan Daily activity chart Future bookings diary or record Regular and à-la-carte menu

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Maintain kitchen log of food production on a daily basis</p>	<p>The student will be able to: Collect and use appropriate information to maintain kitchen Production sheet Check previous log records and use information to plan operations Consult with Sous Chef for next shift and advise of logged issues that will impact on planning operations Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance</p>	<p>Detailed knowledge of menus and recipes used in kitchen sections, including ingredients, methods of preparation and cooking, agreed presentation methods Appropriate information to maintain kitchen log, including records of all dishes produced, quantity and sizes, on a daily basis Collecting and using appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis Completing and recording a daily inventory of raw and prepared food items stored in the kitchen sections Comparing the inventory of raw and prepared food items with stores requisitions and ensure that sufficient additional supplies are being ordered Maintaining a kitchen log of food production activities, including manning levels, dishes produced, problems encountered, actions taken Supporting the Executive Chef with the planning menus and improving overall kitchen performance</p>	<p>Computer, software, accessories Telephone Marker pens, notebooks Kitchen logbooks Notice board Standard operating procedures for maintaining the kitchen log Daily event sheets Regular and à-la-carte menu and recipes</p>
<p>LU3: Manage communications between the food and beverage service area and other departments</p>	<p>The student will be able to: Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information</p>	<p>The purpose and benefits of making sure that communication delivers the 'message' in which it is intended to be received, including providing information, giving instructions, giving responses Methods of communication that are available, including written communications, e-mails, verbal communications; styles, including formal, informal; using both technical and social language, structuring communication so that it is clear and accurate The different departments which might need to communicate and their needs, including food outlets, housekeeping, engineering;</p>	<p>Notepads Restaurant order pads Pens Daily event sheets Regular and à-la-carte menu Requisitions Cost reports</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments</p> <p>Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended</p> <p>Ensure that other departments have the opportunity to ask questions and checking their understanding</p> <p>Present a positive image of own self and the food and beverages service department</p>	<p>appropriate methods of communication for different departments; ensuring that communications with other departments have met their purposes (taking care with technical language)</p> <p>The importance of non-verbal communication (body language), including how non-verbal communication impacts on other people, interpreting and responding positively to non-verbal communication</p> <p>The purpose and benefits of giving other departments the opportunity to ask questions, including checking their understanding, responding positively</p> <p>The purpose and value of presenting a positive image of own self and the food and beverage services department, including reflecting and generating confidence, providing assurances of effective service</p> <p>The purpose and benefits for other departments to have a friendly and purposeful way of communicating with them, including developing good working relationships, adding value to the guest experience, using social language where appropriate</p> <p>Types of problems that may occur with contacts, including conflict and aggression, finding ways to deal with these</p>	<p>Weekly consumption reports</p>
<p>LU4: Establish and maintain the condition of kitchen work areas and equipment</p>	<p>The student will be able to: Check that equipment is working correctly in the kitchen and other work areas</p>	<p>Knowledge of equipment, its function and maintenance requirements, including large equipment (such as burners/stoves, ovens, freezers, refrigerators), small equipment (such as mixers, microwaves, mincers)</p> <p>Knowledge of the work areas, maintenance and refurbishment requirements, including floor areas, work stations, state of décor,</p>	<p>Kitchen equipment and operating instructions Maintenance schedules for kitchen equipment Refurbishment schedules</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that all relevant kitchen equipment is maintained, calibrated or replaced on a regular basis</p> <p>Ensure that kitchen equipment is being used correctly and efficiently by associates</p> <p>Ensure that work areas are kept in a neat and clean condition at all times and report any maintenance requirements to the appropriate department</p> <p>Ensure that kitchen areas are refurbished at appropriate and agreed intervals</p> <p>Organise appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements</p>	<p>tiling; materials, including ceramic tiles, stainless steel, paint surfaces</p> <p>Maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer's instructions, planned/preventative maintenance, emergency repairs; arranging for maintenance or replacement of equipment</p> <p>Taking corrective action where required to improve the safety of work areas, including maintaining and repairing work surfaces, work stations, recommending changes to working practices or cleaning routines</p> <p>Checking and observing that associates are keeping work areas in a neat and clean condition at all times, including at start of, throughout and end of shift; taking remedial action where necessary, including consulting with Chefs de Partie, monitoring checklists, arranging for remedial training</p> <p>Process for reporting any maintenance requirements to engineering department, including communicating verbally or in writing, using appropriate technical language and terms, completing relevant documentation</p> <p>Procedure for ensuring that kitchen areas are refurbished at appropriate and agreed intervals, including negotiating and agreeing refurbishment schedules with engineering department, ensuring that areas are prepared and available for refurbishment as agreed, checking and signing off completed refurbishment works</p> <p>Compliance with relevant regulations and standards</p>	<p>Standard operating procedures for maintaining kitchen work areas and equipment</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU5: Contribute to the management of</p>	<p>The student will be able to: Give relevant people the opportunity to provide information on</p>	<p>Communicating effectively with managers and associates, including consulting with Executive Chef, Chefs de Partie, other kitchen associates, purchasing department (for supply), HR department (for training)</p>	<p>Employee job descriptions</p> <p>Recruitment policy for cooks</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
physical kitchen resources	<p>the resources the team needs</p> <p>Make recommendations for the use of resources</p> <p>Monitor the use of resources under own control at appropriate intervals</p> <p>Observe and check that the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>Ensure that records relating to the use of resources are complete, accurate and available to authorised people only</p>	<p>Organisational procedures for making recommendations on the use of resources, including formal and informal views and discussions, agreed formal channels for communicating recommendations</p> <p>Type of recommendations, including short term, medium term, long term</p> <p>Recommendations for the use of resources that take account of relevant past experience and take account of trends and developments which are likely to affect the use of resources</p> <p>Recommendations that are consistent with team objectives, organisational policies and environmental concerns</p> <p>Recommendations that clearly indicate the potential benefits expected from the planned use of resources</p> <p>Analysing the past use of resources, and utilise the results to make recommendations on more effective use of resources in the future</p> <p>Potential changes in the management of resources, including the introduction of new menus and recipes, responding to new trends, changes in skills levels of associates</p> <p>Enabling people to identify and communicate the resources they need, including associates at all levels, ensuring good communication channels are available, using technical and social language as appropriate, recording the views of others</p> <p>Encouraging others to take responsibility for the control of resources in their own area of work, including relevant training, personal responsibility for cleaning and maintenance, requests for maintenance and calibration in line with planned schedules</p> <p>Team objectives and organisational policies regarding the use of resources, including condition of resources, availability, updating resources</p> <p>The trends and developments that may influence the future use of resources, including technological advances, recycling and energy</p>	<p>Required skill set in Kitchen and stewarding staff</p> <p>Initial assessment and practical test</p> <p>Employee assessment checklist</p> <p>Standard operating procedures for managing resources</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>consumption issues, efficiency of operation, levels of usage; responding to trends, including awareness of developments, consulting with own colleagues and other colleagues in the industry</p> <p>The potential environmental impact of the resources being used, including type and levels of energy consumption, life span, re-cycling or disposal of end-of-life resources</p> <p>The problems that may occur with resources, including insufficient resources, inefficient resources, new menu or recipe items needing new resources beyond the budget, and ways to deal with these, including consulting with management, associates, engineering</p> <p>The importance of effective management of resources to organisational performance, including planning for training, maintenance, replacement or refurbishment</p> <p>The importance of keeping accurate records on the use of resources, including purchase and disposal dates and values, levels and consistency of usage, reliability</p> <p>Monitoring and controlling the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU6: Contribute to the development and introduction of recipes and menus</p>	<p>The student will be able to: Consider food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions Calculate ingredient ratios, cooking times and temperatures to</p>	<p>Existing style, policy and guidelines of the organisation in relation to recipes and menu, including opportunities for new developments, restrictions of budget, equipment, sources of food</p> <p>Menus as a planning tool, including balance of dishes within and across courses, range of choice and ingredients, nutritional values, range and capacity of preparation and cooking techniques</p> <p>Understanding special diets, including vegetarian/vegan, religious reasons, medical reasons, food intolerance</p> <p>The effect of location and styles of operation on proposed menu items, including transport of ingredients (deterioration through distance or time), quick service operations, elaborate settings</p>	<p>Menu and recipe development process and examples</p> <p>Illustrated costing of resources</p> <p>Procedure for new menu and recipe preparation</p> <p>Menu and recipe preparation guidelines checklist</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>produce a recipe in varying quantities</p> <p>Identify suitable supply sources</p> <p>Identify methods for presenting, holding and distributing the recipe item</p> <p>Cost recipe suggestions taking into account the resources available</p> <p>Follow organisational procedures for registering and passing on relevant information about the suitability of new menu items</p> <p>Make suggestions on the layout and presentation of the menu</p> <p>Produce recipe suggestions in accordance with the style and policy of the organisation, available resources, and the expectations and standards of guests</p> <p>Ensure staff have the resources needed to carry out responsibilities</p>	<p>Defining the quality standards required for each recipe item considered, including types of ingredients, preparation and cooking skills, the quality of potential ingredients, the effect of equipment available on production of food items</p> <p>The factors that need to be considered in selecting presentation, holding and distribution methods, including equipment available, capacity of associates</p> <p>Calculating gross profit against the cost of proposed recipes, in order to consider the viability of new ideas</p> <p>The effect of the choice of supplier on the quality of the food, including the suitability of suppliers or supply sources</p> <p>The appropriate person to consult with on proposed recipes, including Executive Chefs, other Sous Chefs/Chefs de Partie</p> <p>Assessing staff skills prior to proposing new recipes and menu items, including understanding job descriptions, capacity of existing staff, need for re-training</p> <p>Lead times for the preparation and implementation of new menu items, including sourcing foods, obtaining equipment</p> <p>The concept of a balanced diet and how a balanced diet is important for good health, including using fresh ingredients, ways of reducing saturated fats, sugar, salt; ways to increase fibre and starch</p> <p>The types, combinations and proportions of ingredients that make up a healthy dish, including generous amounts of fruit and vegetables, moderate amounts of meat, fish and dairy foods, small amounts of fats and oils, whole-grain items including oats, wheat and other cereals</p> <p>Understanding the nutritional needs of different groups, including babies/young children, teenagers, pregnant women and nursing mothers, people who are very physically active, older people, people who are or have been sick</p>	<p>Details of process for demonstration of new dishes to the chef</p> <p>Details of training programme for the associates on new menu and recipes</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	in relation to new menu items	<p>The nutritional benefits of:</p> <ul style="list-style-type: none"> • Minimising the fat, sugar and salt content of dishes • Starchy foods, fruit, vegetables and pulses <p>Healthier flavourings that can be used as alternatives to salt and sugar, including herbs, spices, fruits</p> <p>Carrying out and evaluating test runs of recipes, including production controls, balanced sampling, training to support the implementation of new menu and recipe items</p> <p>Briefing staff on new menu and recipe items and implementation plans, including ingredients, methods, skills required</p> <p>Feedback from staff on operational problems which may arise, including insufficient training, demand is beyond associates' capabilities, cost controls not meeting requirements</p> <p>Allocating resources to staff to enable them to implement new menu and recipe items, including training, equipment</p> <p>Monitoring measures when introducing new items, recording information relating to proposed recipes, trials, feedback from testing guests</p> <p>The importance of gaining feedback from guests on new items and methods for doing this, including qualitative and quantitative approaches</p> <p>Local and regional customs relating to the use of certain foods and other ingredients</p> <p>Compliance with relevant regulations and standards</p>	

Examples and illustrations

Sample kitchen log books

Food Production Sanitation Log

Standard	Daily Results. ✓ = acceptable; X = unacceptable; NA= not applicable. Initial each section.						
At the Start of Processing	Date:	Date:	Date:	Date:	Date:	Date:	Date:
1. Food contact surfaces are in good order.							
2. Food contact surfaces were cleaned and sanitized after last use.							
3. Equipment and utensils are in good repair, clean and sanitary.							
4. Indirect food-contact surfaces (floors, refrigerators, etc) are clean and in good working order.							
5. Cleaners, sanitizers, pesticides and other chemicals are properly labeled and stored separately from food.							
6. Food containers and packages are stored to protect from contamination.							
7. Food containers are cleaned before being used (mechanical washer specified).							
8. Ingredient storage areas are maintained to prevent direct or indirect contamination of food.							
9. Water used in food processing is from an approved source and meets standards.							
INITIALS							
Operational – Hygiene							
1. No person with illness and/or open/infected wounds is allowed to handle foods or be in contact with food-contact surfaces.							

Operational - Hygiene	Date:	Date:	Date:	Date:	Date:	Date:	Date:
2. Employees do not wear jewelry (other than secured wedding bands) or cosmetic items that could contaminate product.							
3. Employees wear clean garments, hair restraint, and gloves (ready-to-eat foods).							
4. Employees wash hands properly after using bathroom or handling objects that may contaminate food.							
5. Employees do not use tobacco, eat, or drink in food processing or storage areas.							
6. Hand wash facilities and toilets are adequate and functioning correctly.							
INITIALS							
Post-Processing							
1. Equipment and food contact surfaces are cleaned, sanitized and covered to prevent recontamination.							
2. Sanitizers and methods used comply with regulations.							
3. Sinks, floors and other indirect food contact surfaces are cleaned.							
4. Appropriate steps are taken to prevent cross-contamination with allergens.							
5. Finished product and ingredients are properly stored.							
6. Waste materials are properly contained and removed from the processing area.							
7. Cleaning and sanitizing chemicals are properly stored.							
INITIALS							

For more detailed information, please visit https://foodsafety.wisc.edu/business_food/files/SanitationLog1.pdf



For more detailed information, please visit <https://www.cater4you.co.uk/acatalog/a5-temperature-log-book-commercial-kitchens.html>

Commercial kitchen equipment is typically designed to withstand high-volume use. Equipment must work properly for your foodservice business to run smoothly. When restaurant equipment is not regularly maintained your equipment may suddenly break down bringing your productivity to a full stop. Getting the most out of your commercial kitchen equipment investment is important and the below tips can help you save time and money in the long run. A few cost-saving tips:

Tips to Maintain Commercial Kitchen Equipment

Review your owner's manual

It is not uncommon for each piece of equipment to have care and handling requirements specific to the unit. It is best to be familiar with the restaurant equipment by reviewing the owner's manual to understand exactly how to operate and maintain your equipment.

Repair Broken Parts

Parts and components wear out after years of use. When you notice that you have a broken or noisy component, it is essential to have this repaired by a professional technician. Staying on top of repairs and being proactive can keep your commercial kitchen equipment up and running for many years to come.

Cleaning and Sanitizing

Keeping your equipment clean and sanitized will help prevent food particles, grime, rust, and debris from building up, which can cause equipment failure. The wear and tear from dirty kitchen equipment happens slowly over time. However, if you make sure to clean and sanitize equipment regularly, you can reduce the risk and prolong the life of the equipment. Make sure to clean stainless steel appliances with mild soapy water. If you are unsure of how to clean and disinfect your appliance, it is best to review the owner's manual or contact a professional.

Schedule Professional Planned Maintenance

Contact a professional repair technician to conduct regular planned maintenance on your cooking or refrigeration equipment. This helps not only with safety measures but also to ensure that your kitchen equipment is running at peak performance, minimizing unexpected interruptions for your business.

Maintenance for Common Commercial Kitchen Equipment

Regular maintenance is important for commercial kitchen equipment and appliances. Staying current on maintenance and inspections for your refrigerator, freezer, cooler, fryers, ranges, griddles and grills can help reduce breakdowns. In foodservice, lost time equals lost revenue. Below are some tips for maintaining common commercial kitchen equipment units.

Refrigeration Equipment

Air Filters – check air filters in all refrigerators, ice machines and coolers. As dust and grease buildup, air flow to the machine is reduced preventing proper ventilation. If you notice debris within the filters, be sure to remove it as soon as possible with a shop vac and correct degreasing solutions. This will help with energy efficiency as well.

Door Gaskets – cracks and tears around the door gaskets can cause air leaks. Repair cracks and tears, and be sure to clean any gaskets or moving parts. Grease and dirt can damage the gaskets and cause unexpected interruptions.

Clean drain pans and tubes – keeping the drain pans and tubes clean is important for walk-in coolers, freezers, and refrigerators. Refrigeration units collect debris from slime and sludge that can freeze on the unit. If these tubes are not cleaned regularly, it can cause breakdowns requiring repair, or worse, unit replacement.

Fryers

Inspect for any gas leaks – this should be done every four to six weeks.

Clean combustion fans – fans should be cleaned at least once a month.

Boil out the fryer – boiling out the fryer on a weekly basis can help prevent carbon deposits, fat build up and protect food quality.



Griddles, Grills, and Ranges

Clean grates, flattops, grease traps and burners – each one of the surfaces should be cleaned after every use. A more in-depth cleaning may be needed on a monthly basis, including drip trays and areas underneath these surfaces

Check grease filters on exhaust units – dirty grease filters can cause build up and constrict airflow. If you notice any damage or excessive amounts of grease that cannot be cleaned, the filter may need replacement.

Maintaining commercial kitchen equipment can help prevent breakdowns and malfunctions. If you encounter interruptions in your foodservice operation, contact Smart Care Equipment solutions for routine maintenance and repairs.

VIDEOS

	<p>Top 10 Kitchen Safety Tips https://www.youtube.com/watch?v=L-b8gb6_vrw</p>
	<p>HACCP Training for Food Handlers https://www.youtube.com/watch?v=mE-q9W4jqQg</p>

Developing New Recipes

Eating habits of people have changed around the world. To be on top of the business and to be modern and updated, one must constantly develop new products, new processes and new ways.

Developing new recipes is a common feature in almost all business houses and food chains, to constantly evolve their products to suit the different market segments. Example- McDonald's serve beef burgers all over the world but in India, they had to change their product recipes due to sensitive religious constraints

The recipe developers work as a separate team and may consist of chefs, food technologists, scientists and each of them has a distinctive role play.

Recipe development comprises various stages, which may differ from organization to organization.

Chefs create new recipes by different methods. The most common is the trial and error method. Based on his culinary skill and knowledge, a chef combines flavours and ingredients to create a new product.

The product is offered to a panel of food tasters.

The feedback is collated and the recipe is further refined and then standardized.

Many factors are built into the new recipe when it is ready to be listed on the new menu. The factors include production planning, forecasting the number of portions to be sold and also creating the menu specification sheet.

Developing recipes for a food chain, which is to be launched in various outlets across the globe, may take more than 6-8 months before the process is complete.

Methodology to develop a recipe or a new product –

- Evaluate the objective of the organization as to what it wants to develop, whether the product is for short or long term.
- To develop an action plan, to be able to plan in a sequential manner.
- To develop the product in small portions, in the kitchen.
- Thereafter, the team of developers will figure out how this product to be made in bulk, deconstructed and reconstructed, at the different outlets.
- In order to achieve this, the product is tested for the temperature changes that it has to undergo, and the time it will be cooked for.
- During the various stages, the judgement of the physical factors such as environment, communication, marketing has to be kept in mind for the success of the launched product.
- The recipe is thus created in a monitored environment, to see how it is stored and dispensed to avoid microbial growth and contaminations.
- The biggest challenge is to obtain a product, which despite having gone through an immense number of processes, is flavoursome, moist and as fresh.

For more detailed information, please visit <https://hmhub.me/developing-new-recipes-product-research-development/>

Special Diets/Allergies

For more detailed information, please visit <http://www.healthyfoodhealthyplanet.org/swapping-ingredients/special-dietsallergies/>

If someone you are preparing meals for has special dietary needs such as specific food allergies or intolerances or health condition which is managed by a special diet you may need to swap ingredients in some recipes to better suit their needs.

Here is some information which may help you to adapt recipes to meet special dietary needs:

Food Intolerances / Allergies

What is a Food Allergy?

Food Allergies are caused by the immune system falsely recognising the protein component of a food as a threat. Most food allergy reactions usually occur quickly; generally within 2 hours of exposure, but gut related symptoms (such as diarrhea, constipation or bloating) may take several hours or even a few days to develop.

Children are most likely to develop a food allergy when they are under 5 years of age. Reactions to cow's milk, eggs, peanuts, tree nuts, soy, wheat, and fish account for more than 85% of food allergies in children. Allergies to nuts and seafood commonly produce the most severe reactions and are also more likely to be the allergies that persist for life.

What is Food Intolerance?

Food intolerance is a reaction to food that does not involve the immune system. There are various theories as to why food intolerance occurs. It is well documented that certain food chemicals can "irritate the nerve endings in sensitive people to cause a range of symptoms". Common symptoms include recurrent hives and swellings, rhinitis or sinusitis (frequently running or stuffed up nose), recurrent mouth ulcers, stomach pains and bowel irritations (loose, frequent often very smelly stools or even constipation). Children with food intolerances may also present as irritable, restless or demonstrate behavioural problems such as defiance, exaggerated moodiness or even Attention Deficit and Hyperactivity Disorder (ADHD) – like behaviour.

GLUTEN FREE

Coeliac disease, also known as gluten intolerance, is a genetic disorder that affects at least 1 in 100 Australians. If a person has coeliac disease this means a person they have a permanent intestinal intolerance to the gluten protein found in wheat, barley, rye and oats. This disease is treated by a lifelong gluten free diet.

Gluten is a protein found in wheat, rye, barley, oats, malt, spelt and triticale. These grains and the products processed from them are used as ingredients in common foods such as breads, biscuits, cakes, pizza, pastry, pasta and breadcrumbs etc. Gluten is also found in some food additives which are used in many types of pre-prepared, commercial foods.

It can be difficult to identify which foods contain gluten but it is important to check food labels and if a food contains additives in the additive number range of 1400-1450 then you will especially need to check if the product is gluten free. Read the contents label of products and avoid any manufactured food which has no ingredients list.

Foods labelled as 'gluten-free' must not contain any detectable gluten. Foods labelled as 'low-gluten' must not contain more than 0.02% gluten. The category ("low-gluten") is generally not recommended for people with Coeliac Disease. Becoming 'ingredient aware' is an essential part of gluten-free shopping. If the gluten content of a particular food is not clear, the Coeliac Australia recommends : 'When in Doubt, Leave it Out'.

Unsafe foods

If you require a gluten-free diet, avoid any products which contain the following ingredients: wheat, rye, barley, triticale, oats, flour (unless a gluten-free source is specified); pasta, semolina; farina or thickeners; wheat starch, starch (if not specified as gluten-free); cereal, bread, biscuit, batter, crumbs; corn flour (if not specified as gluten-free); malt.

There may be small traces of gluten in the following food additives: modified starch or thickening agent; additive numbers 1400-1450; malt flavouring and malt extract; maltodextrin (of wheat origin); hydrolysed protein (of wheat origin).

Safe foods

The following is a list of foods which are completely gluten-free and considered safe for people with Coeliac Disease to consume. Even so it is very important to read the labels of all products to check the gluten content.

GRAINS AND FLOURS: Arrowroot, maize (corn), polenta, maize corn, cornmeal, buckwheat and pure buckwheat flour, quinoa, sorghum, sago tapioca, rice (white and brown), wild rice, rice flour, ground rice, rice bran, glutinous rice; pea, gram, lupin, potato, lentil and soya flours.

CEREALS: Plain, non-malted rice or maize (corn) breakfast cereals i.e., puffed rice or corn, corn flakes (not malted type), gluten-free muesli, infant rice cereal; gluten-free pasta, rice noodles and vermicelli, taco shells made from pure maize flour.

BREADS, BISCUITS, CAKES ETC: gluten-free bread, biscuits, cakes and pastries and mixes; rice bread, rice cakes (plain) and rice crispbread (plain).

VEGETABLES: All types of fresh, frozen and canned vegetables provided no thickening agent has been added; potatoes, sweet potatoes, yams, home prepared and oven baked chips; fresh herbs; pulses, legumes and lentils; dried, split and gram peas; soya, borlotti, cannelloni and garbanzo beans; dried beans e.g., kidney beans; olives, gherkins and cocktail onions.

FRUIT, SEEDS AND NUTS: All types of fresh, dried, canned, stewed and preserved fruits providing no thickening agent has been added; nuts and seed in shells; shelled or roasted nuts and seeds, provided only salt and/or oil is added.

DAIRY FOODS AND EGGS: Milk – fresh and long life, plain powdered, canned, evaporated and condensed; infant formula; buttermilk; goats milk; soy beverages and infant formula; cream – canned or fresh; cheeses – plain, block, sliced and sticks (check all processed cheeses for gluten content); plain yoghurt and fruche; plain ice creams and ice confectionery (always check the label for gluten content); eggs – all types.

MEAT, FISH AND POULTRY: Fresh, smoked, canned, pickled and salted; canned without sauce or cereal added; ham on the bone.

SOUPS: Clear soups and soups thickened with allowed flours (always check the labels of tinned and packaged soups for gluten content).

FATS AND OILS: Oils – vegetable and seed oils; cream and butter; margarine – both poly and mono unsaturated types.

SALAD DRESSINGS: Pure cider vinegar; white vinegar.

JAMS AND SPREADS: All jams, marmalade, honey, golden syrup, treacle, maple syrup, molasses and peanut butter (always check the labels for gluten content).

HERBS, SPICES AND CONDIMENTS: Pepper, salt, herbs, spices, curry powder, mustard powder (check these items for anti-caking agent which may contain gluten) and tomato sauce.

BEVERAGES: Water, mineral water – plain and flavoured, still or carbonated; Soft drink – sweetened or diet type; Fruit and vegetable juice, cordials without barley, soda and tonic water; Sports electrolyte drinks; Tea – herb tea and normal, coffee – pure, instant and decaffeinated.

MISCELLANEOUS: Sugar – white, brown, castor and pure icing sugar; jelly and gelatine; popcorn, plain potato crisps (check the label for gluten content), plain corn chips and taco shells (check the label for gluten content); lollies floss and fairy floss; plain dark and milk chocolate (no fillings).

Health care

As with all conditions your doctor should be consulted. Your doctor will diagnose and treat this condition which is managed by a life-long gluten-free diet. Your doctor may refer you to a Dietitian for advice about a suitable eating plan.

Before commencing a gluten-free diet, it is very important to consult your Doctor because trying a gluten-free diet without medical advice is NOT an accurate way of determining if Coeliac Disease is present.

Some medications contain gluten (and lactose, which should also be avoided by some Coeliac patients). Gluten and lactose are sometimes used as fillers in some medications. Your Doctor or Pharmacist can tell you which medications contain gluten

Cooking for a Gluten-Free Diet

Cooking with non-gluten containing flours produces products that are flatter, heavier and often more “crumbly”. This is because the gluten in flour gives elasticity to the texture of a baked food and helps to hold air in the baked product. However most foods based on wheat can be replicated with gluten-free products.

Try ‘all-purpose’ gluten free flours. Many of these are available in supermarkets. These are often more successful and easier to use than trying to mix individual gluten free flours (e.g. rice flour, potato flour or soy flour).

Gluten Free flours from individual grains or vegetable sources often need to be used in slightly different quantities from the gluten-containing flours in the initial recipe. For best results, a combination of flours is recommended (e.g. potato or rice flour + soy flour).

For more information about Coeliac Disease and a gluten free diet visit Coeliac Australia www.coeliac.org.au

EF- EGG FREE

Egg allergy is the most common food allergy in infants and young children. Egg allergy is first noticeable between 6-15mths of age when egg is first introduced to the child but is an allergy that most young children will grow out of.

Both the egg white and egg yolk may affect the egg allergy sufferer.

Eggs can be successfully replaced in recipes where eggs are a component of the recipe (eg cakes, biscuits, sauces). Dishes that include eggs as a key ingredient (eg. quiche, frittatas or omelettes) are unlikely to be successful if made with egg replacers.

DF – DAIRY FREE

Dairy intolerance is a sensitivity to anything that contains cow's milk. Those who suffer from dairy intolerance experience a reaction to dairy because they are intolerant to the proteins in milk.

LF – LACTOSE FREE

Lactose is the sugar found in milk. Lactose intolerance is not an allergy and most lactose intolerant individuals are able to tolerate small amounts of lactose from some dairy foods over the day. The amount of lactose a person with lactose intolerance will tolerate will vary between individuals.

V - VEGETARIAN

The term 'vegetarian' applies to people who choose not to eat any part of an animal – including meat, poultry, fish or shellfish.

Vegetarian diets may be either:

- lacto-ovo: can include dairy products and eggs
- lacto: can include dairy products but not eggs
- ovo: can include eggs but not dairy products
- vegan: only plant based foods; no dairy and no eggs – more information below

For more information, visit the Australian Vegetarian Society: <http://www.veg-soc.org/cms/html/>

VE – VEGAN

Vegans consume no animal products at all. This includes not buying or wearing clothing that has come from an animal (e.g. leather, fur and wool) as well as not using cosmetics or drugs that have been tested on living animals.

For more information on the Vegan Diet, visit The Vegan Society of Australia: <http://www.veganaustralia.net/>

CHEF



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Module-3

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 3: Monitoring supplies for kitchen operations

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring the supplies for food production area

Duration 30 hours **Theory:** 06 hours **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Check quality and quantity of food deliveries and other products into store</p>	<p>The student will be able to: Ensure that records are maintained of food and other products ordered with respect to quantity and quality supplied and time of delivery Conduct receiving quality and quantity inspections for food items and other products deliveries at the time of receiving into store Award an appropriate identification number or tag to items upon receipt into store Ensure that deliveries to the store fully meet the specifications ordered Deal with deliveries of products that do not</p>	<p>Records, including deliveries, quantity and quality checks, inventories, approved vendors, logs Process for receiving new stock, including appropriate temperature range (ambient, chilled/refrigerator temperature, - 3 to 5 degrees, frozen/freezer temperature - -18 to -20 degrees) Quality and quantity inspections for food items and other products deliveries at the time of receiving into store, including planned inspections, ad-hoc inspections, appropriate records of inspections System for developing and applying appropriate identification numbers or tags, including coding, labelling, recording The importance of ensuring that deliveries to the store fully meet the specifications ordered, including ensuring that a log is maintained of complete inventory of food items and other products on a regular basis The importance of advising suppliers and departments appropriately of any discrepancies in the quality and quantity of food and other products ordered Service provided by approved vendors in terms of number of complaints generated against them Storage of food and other products in an appropriate manner, including frozen and chilled items, packaged items, fresh and dry goods Managing the capacity of the food store, including reporting any discrepancies in the inventory of food items and other products against the maintained log, monitoring on a regular basis that food</p>	<p>Store recording documentation Computer, software, accessories Purchase specifications for food and other products Organisational systems for managing deliveries to the store Internal material control sheet Daily material consumption report</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>meet the ordered specifications</p> <p>Advise suppliers and departments appropriately of any discrepancies in the quality and quantity of food and other products ordered</p> <p>Ensure that an up-to date list of approved vendors for food and other products supplies is maintained</p> <p>Monitor the service provided by approved vendors in terms of number of complaints generated against them</p>	<p>and other products have been stored in an appropriate manner and are easily traceable, monitoring on a regular basis that food items and other products have been utilized in line with the requirements of the business</p> <p>Pest control, including presence of pests (due to poor food storage, moisture, condensation, warmth, shelter), signs of infestation, types of pests</p> <p>Preventing pest infestation, including regular cleaning, clearing up spillages, not allowing waste to build up, cleaning behind cupboards and equipment properly, ensuring food containers are properly closed, checking deliveries, rotating stock</p> <p>The importance of ensuring that temperatures are properly controlled and maintained in areas of the store, including dry stores, refrigerated stores, freezer stores</p> <p>The importance of ensuring that inventory is being used before expiry dates, to avoid wastage and its impact on profitability and availability</p> <p>Communicating information to the store and other relevant department or colleagues concerning quality issues, including regular provision of supplies, problem issues including quality and quantity</p> <p>The importance of taking appropriate corrective or preventive measures to address quality issues identified, including monitoring suppliers, monitoring delivery of supplies to kitchen, understanding quality specifications</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU2:</p> <p>Prepare food order requisitions to meet</p>	<p>The student will be able to:</p> <p>Prepare estimates for food items required on</p>	<p>Operational knowledge and understanding of the kitchen operation, including levels of business, manning levels, recipes and menus</p> <p>Type, quality and quantity of food available for the day's business, including food for regular menus and recipes, food for special events</p>	<p>Requisitions documentation and inventory management system</p> <p>Daily event sheets</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
requirements of food production	<p>the basis of orders received</p> <p>Generate food order requisitions to meet the estimated requirements of food</p> <p>Ensure that all requisitions are delivered at appropriate locations and sections for the preparation of food in line with food orders</p> <p>Follow-up the requisitions to ensure that necessary food items are issued by stores and other stocks on a timely basis</p> <p>Deal with any issues regarding discrepancies with requisitions, including quantity, size, presentation and quality</p>	<p>Understanding the relationship between food/ingredients, recipes/menus and yield, including yield levels for different food and other items, using yield checklists and organisational guidelines</p> <p>Managing food preparation and cooking processes, including knowledge of menus and recipes, methods, tools and equipment, ensuring associates have received proper training, ensuring Chefs de Partie are able to supervise preparation and cooking, to ensure that planned yields are met</p> <p>Compiling and signing off requisition orders for food and other ingredients to meet production levels, including submitting requisitions to stores, negotiating and agreeing deliveries to kitchens, managing problem issues (quantity, quality, timing)</p> <p>Ensuring that Chefs de Partie and associates are fully engaged in checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity, checking quality including appearance (size, shape, colour, gloss, and consistency), texture, flavour, smell</p> <p>Different methods and approaches to portion control, including cutting, weighing, measuring, counting</p> <p>Agreeing and monitoring finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</p> <p>Corrective and preventive actions for non-compliance with requisitions issued</p>	<p>Regular and à-la-carte menu</p> <p>Delivery copies of requisition sheet for daily food orders</p> <p>Safety equipment</p>

Examples and illustrations

Quality of food deliveries

Food is delivered in many ways. Larger organizations have commissaries that produce food and then send it out to other locations using trucks, suppliers deliver large amounts of food to many restaurants all day, and many restaurants deliver meals right to customers' doorsteps. In each of these cases, the deliverer should be taking proper steps to ensure the food is delivered safely.

Inspection Food Safety Tips for Receiving Food

There are steps restaurant managers can take to make sure they don't receive food that has been compromised in the delivery process.

- **Temperature:** Always make sure the food being received is holding at the proper temperature. If it's supposed to be cold, verify it's at 41 degrees Fahrenheit. If the food being delivered isn't at the right temperature, don't accept it. There is no way of knowing how long it was sitting in the danger zone.
- **Package integrity:** Check boxes or packaging the food is contained in. Are there rips or tears? Is it wet or falling apart? Most food is delivered in cardboard boxes and can easily be compromised. Pests or rodents can crawl inside, and if a box is on a wet floor, the water can seep through to the food. Always make sure the packaging is in good shape.
- **Delivery time:** Certain large suppliers prefer delivering food early in the morning before anyone is present in a facility. I don't recommend this practice, but if you allow this, make sure the suppliers are putting food in the proper place. Cold food should go right into the walk-in or another refrigerator. Don't ever allow food to be left outside if no one is present to accept it.
- **Delivery trucks:** When food is delivered by truck, ask these questions:
 - Is the truck cold enough inside?
 - Are the floors, walls and ceilings clean?
 - Can the truck be closed tight to prevent pests from entry?
 - If the truck engine is off, does the condenser stay on?
 - Does the truck only deliver food?

If no was the answer to any of these questions, you might want to find another delivery service. The first 3 are obvious, but if the condenser shuts off at every delivery stop, the chances that your food is stored at the proper temperature during delivery are very remote or impossible during hot days. If the truck delivers more than food, cross-contamination could be a big issue.

For more detailed information, please visit <http://resprofsp.com/delivery-101-inspection-tips-for-food-safety/>

Food purchasing specifications

Food-purchasing specifications refer to the quality, quantity and other important characteristics required in the products or ingredients purchased for preparing a food item. For example, a sirloin steak sandwich needs sirloin steak. The purchase specifications of sirloin steak may include its source, weight, type of packaging, delivery temperature, minimum order and maximum order. For each ingredient in a recipe, there must be a corresponding purchase specification.

Establishing food-purchasing specifications is important to every food-service business because it helps control costs. By knowing the exact quantity of ingredients required to prepare a standardized recipe and the number of servings it yields, the product cost, sales and profits can be computed. An increase in costs reduces the amount of profits, which implies that reassessing the food-purchase specifications might be necessary.

Knowing the purchase specifications can also help in determining the required inventory of stocks per day. A large amount of inventory may lead to spoilage, shrinkage, pilfering and higher storage costs. Avoiding these translates to savings for the company.

Finally, strictly following food-purchasing specifications is necessary to control the quality and safety standards of the food. This ensures that the food establishment prepares high-quality food products that are 100 percent safe to eat all the time.

For more detailed information, please visit <https://www.reference.com/food/food-purchasing-specifications-e8cced996274555d>

Requisitions and inventory control

Basic Inventory Procedures

A key component in effective kitchen management is **inventory** control. By knowing what supplies are on hand at a given time, the manager will be able to plan food orders, calculate **food costs** since the previous inventory, and make menu item changes if needed. By keeping an eye on inventory, it is possible to note potential problems with pilferage and waste.

Managing inventory is like checking a bank account. Just as you are interested in how much money you have in the bank and whether that money is paying you enough in interest, so the manager should be interested in the value of the supplies in the storeroom and in the kitchen.

An inventory is everything that is found within your establishment. Produce, dry stores, pots and pans, uniforms, liquor, linens, or anything that costs money to the business should be counted as part of inventory. Kitchen items should be counted separately from the front of house and bar inventory and so forth.

Regardless of the size of your operation, the principles of inventory control are the same. In larger operations there will be more people and sometimes even whole teams involved with the various steps, and in a small operation all responsibility for managing the inventory may fall on one or two key people.

Effective inventory control can be broken down into a few important steps:

- Set up systems to track and record inventory
- Develop specifications and procedures for ordering and purchasing
- Develop standards and procedures to efficiently receive deliveries
- Determine the frequency and processes for reconciling inventory
- Analyze inventory data and determine any areas for improvement

Setting Up Systems to Track and Record Inventory

One of the reasons you take inventory is to determine food costs and to work out cost percentages. There are several procedures that simplify finding the value of goods in storage. These techniques are based on keeping good records of how much supplies cost and when supplies were purchased.

The temptation in small operations is to treat inventory control casually. Perhaps there are only one or two people doing the purchasing and they are usually aware of the supplies that are on hand. This doesn't eliminate the need to track purchases against sales to see if you are managing your costs as well as you can.

Almost all inventory control procedures are time consuming. Moreover, such records must be kept up-to-date and done accurately. Trying to save a few hours by cutting back on the time needed to keep inventory records may be money poorly saved.

The simplest method for tracking inventory is using a spreadsheet. A simple spreadsheet might list all of the products that are regularly purchased, with the current prices and the numbers on hand at the last inventory count. The prices can be updated regularly as invoices are processed for payment, and a schedule can be set to count the product on hand.

In large operations, the systems need to be more sophisticated as there are more people involved. Purchases might be made by a separate department, inventory records might be kept by a storeroom clerk, and the tracking and counting of inventory might be tied to a system using scanners and barcodes, which in turn may be linked with your sales system so that there is always a record of what should be in stock.

No matter the depth of detail used, having a system to track inventory gives managers a good idea of supplies on hand and a tool to use to manage costs.

Incoming Inventory

The primary reason for establishing a consistent method for accepting ordered goods is to ensure that the establishment receives exactly what has been ordered. Errors frequently occur, and unless the quantity and quality of the items delivered are carefully checked against what was ordered, substantial losses can take place. When receiving procedures are carefully performed, mistakes that could cost the restaurant time and money are avoided. In addition, an effective receiving method encourages honesty on the part of suppliers and delivery people.

Invoices

The most important document in determining if the goods received are the goods ordered is the **invoice**. An invoice is an itemized list of the goods or products delivered to a food preparation premise. An invoice shows the quantity, quality, price per kilogram or unit, and, in some cases, the complete extension of the cost chargeable. Only by carefully comparing and checking can you be sure that the information on the invoice tallies with the products received. This comparison may require that items be weighed and/or counted.

Whenever possible, the **receiver** should check the invoice against the **purchase order** or purchase request slips. This will ensure that the quantity and price of the goods shipped match those listed on the order form. If the invoice is not checked against the purchase order when the goods arrive, there is the potential that you will be missing products you need or receive products that were not ordered or are in incorrect quantities.

In addition, the quality of the goods should be determined before they are accepted. For example, boxes of fresh produce and frozen foods should be opened and inspected to ensure quality.

When you are satisfied that the delivery is in order, sign the invoice. In most cases, the invoice is in duplicate or triplicate: you keep the original and the delivery driver retains the other copy or copies. Once you have signed, you have relieved the delivery company of its responsibilities and the supplies now belong to your company. You may, therefore, become responsible for any discrepancies between what is on the invoice and what has been delivered. It is good practice to bring any discrepancies or errors to the attention of the driver and have him or her acknowledge the mistake by signing the invoice. If a credit note is issued, that should also be marked on the invoice by the driver.

Do not sign the invoice until you are sure that all discrepancies have been taken care of and recorded on the invoice.

Take the signed invoice and give it to whoever is responsible for collecting invoices for the company.

The receiving of deliveries can be time consuming for both the food establishment and the delivery service. Often the delivery people (particularly if they are not the supplier) will not want to wait while these checks are done. In this case, it is important that your company has an understanding with the supplier that faults discovered after the delivery service has left are the supplier's problems, not yours.

Once the invoices have been signed, put the delivered products in the proper locations. If you are required to track incoming inventory, do so at the same time.

Outgoing Inventory

When a supply leaves the storeroom or cooler, a record must be kept to track where it has gone. In most small operations, the supplies go directly to the kitchen where they are used to produce the menu items. In an ideal world, accurate records of incoming and outgoing supplies are kept, so knowing what is on hand is a simple matter of subtraction. Unfortunately, systems aren't always that simple.

In a smaller operation, knowing what has arrived and what gets used every day can easily be reconciled by doing a regular count of inventory. In larger operations and hotels, the storage rooms and coolers may be on a different floor than the kitchen, and therefore a system is needed that requires each department and the kitchens to requisition food from the storeroom or purchasing department, much like a small restaurant would do directly from the supplier. In this model, the hotel would purchase all of the food and keep it in a central storage area, and individual departments would then "order" their food from the storerooms.

Requisitions

To control inventory and to determine daily menu costs in a larger operation, it is necessary to set up a requisition procedure where anything transferred from storage to the kitchen is done by a request in writing. The requisition form should include the name and quantity of the items needed by the kitchen. These forms often have space for the storeroom clerk or whoever handles the storeroom inventory to enter the unit price and total cost of each requested item (Figure 1).

In an efficiently run operation, separate requisition forms should be used by serving personnel to replace table supplies such as sugar, salt, and pepper. However, often personnel resist using requisition forms because they find it much easier and quicker to simply enter the storage room

and grab what is needed, but this practice leaves no record and makes accurate record keeping impossible. To reduce the possibility of this occurring, the storage area should be secure with only a few people having the right to enter the rooms, storage freezers, or storage refrigerators.

Date: _____

Department: Food Service

Quantity	Description	Unit	Cost	Total Cost
----------	-------------	------	------	------------

6 #10 cans	Kernel corn			
------------	-------------	--	--	--

25 kg	Sugar			
-------	-------	--	--	--

20 kg	Ground beef			
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6 each	Lamb loins			
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Charge to: Catering Dept.

C. Andrews

Chef

Figure 1: Requisition form

Not only does the requisition keep tabs on inventory, it also can be used to determine the dollar value of foods requested by each department and so be used to determine expenses. In a larger operation where purchases may be made from different suppliers at different prices, it may be necessary to tag all staples with their costs and date of arrival. Expensive items such as meats are often tagged with a form that contains information about weight, cost per unit (piece, pound or kilogram), date of purchase, and name of supplier.

Pricing all items is time consuming, but that time will soon be recovered when requisition forms are being filled out or when the stock has to be given a monetary value. In addition, having prices on goods may help to remind staff that waste is costly.

Inventory Record Keeping

There are two basic record keeping methods to track inventory. The first is taking **perpetual inventory**. A perpetual inventory is simply a running balance of what is on hand. Perpetual inventory is best done by keeping records for each product that is in storage, as shown in Figure 2.

Item: <u>Canned Peaches</u> Reorder Point: <u>10</u>				Purchase Unit Size: <u>540 mL</u> Par Stock: <u>15</u>			
	In	Out	Balance		In	Out	Balance
Date	Carried Forward <u>15</u>			Date	Carried Forward <u> </u>		
6/16		3	12				
6/17		3	9				
6/18	6		15				
6/19		2	13				

Figure 2: Perpetual inventory form

When more of the product is received, the number of cans or items is recorded and added to the inventory on hand; when some of the product is requisitioned, the number going out is recorded and the balance is reduced. In addition, the perpetual inventory form can indicate when the product should be reordered (the reorder point) and how much of the product should ideally be on hand at a given time (**par stock**).

In small operations, a perpetual inventory is usually only kept for expensive items as the time (and cost) of keeping up the records can be substantial.

The second inventory record keeping system is taking a **physical inventory**. A physical inventory requires that all items in storage be counted periodically. To be an effective control, physical inventory should be taken at least monthly. The inventory records are kept in a spreadsheet or in another system reserved for that purpose.

The inventory sheet (Figure 3) can list the items alphabetically or in the order they will appear on the shelves in the storage areas.

Month: March

Product	Unit	Count	Unit Price	Total Value
Lima beans	6 #10	4 1/3	\$23.00	\$99.60
Green beans	6 #10	3 5/6	28.95	110.98
Flour	25 kg bag	3	14.85	44.55
Rice	50 kg bag	1	32.50	32.50
Total				\$593.68

Figure 3: Physical inventory form

In addition to the quantity of items, the inventory usually has room for the unit cost and total value of each item in storage. The total values of the items are added together to give the total dollar value of the inventory. This is also known as **extending** the inventory. The total value of the inventory is known as the **closing inventory** for the day the inventory was taken. This amount will also be used as the **opening inventory** to compare with the next physical inventory. If the inventory is taken on the same day of each month, the figures can be used to accurately determine the monthly food cost.

The physical inventory is used to verify the accuracy of the perpetual inventory. For example, if 15 whole beef tenderloins are counted during a physical inventory, but the perpetual inventory suggests that there should be 20 tenderloins on hand, then a control problem exists and you need to find the reason for the variance.

Computerized Inventory Control

Most people today use computerized systems to calculate, track, and extend inventory. These systems enable the restaurant to have a much tighter and more accurate control over the inventory on hand and the costs of that inventory. Having access to information such as ordering history and the best price paid is just one of the benefits of these systems. They can also help the purchaser predict demand levels throughout the year. These programs in many cases are also integrated with the **point-of-sale (POS) system** used to track sales, and can even remove an item from a computerized inventory list when the waiter registers the sale of any menu item on the restaurant terminal. That is, if a customer orders one chicken dish from the menu, all the items required to make one portion of the chicken are discounted from inventory. This provides management with an constant up-to-date perpetual inventory of most inventory items.

Smaller operations will use a spreadsheet application to manage inventory, so you should also be familiar with a program like Microsoft Excel if you are responsible for ordering and inventory. The information required for the program to do the calculations properly is available from the invoices received with your supplies. That is, the quantities and prices of the goods you most recently received should be entered into the computer program either by you or by the restaurant's purchaser. These prices and quantities are automatically used to calculate the cost of the

goods on hand. This automated process can save you an enormous amount of time and, if the information entered into the computer is accurate, may also save you money. In any inventory system, there is always a possibility for error, but with computerized assistance, this risk is minimized.

Pricing and Costing for Physical Inventory

The cost of items purchased can vary widely between orders. For example, cans of pineapple might cost \$2.25 one week, \$2.15 the second week, and \$2.60 another week. The daily inventory reports will reflect the changes in price, but unless the individual cans have been marked, it is difficult to decide what to use as a cost on the physical inventory form.

There are several different ways to view the cost of the stock on the shelves if the actual cost of each item is difficult to determine. Most commonly, the last price paid for the product is used to determine the value of the stock on hand. For example, if canned pineapple last cost \$2.60 a can and there are 25 cans on hand, the total value of the pineapple is assumed to be \$65 (25 x \$2.60) even though not all of the cans may have been bought at \$2.60 per can.

Another method for costing assumes the stock has **rotated** properly and is known as the **FIFO** (first-in first-out) system. Then, if records have been kept up-to-date, it is possible to more accurately determine the value of the stock on hand.

Here is an example showing how the FIFO system works.

Example	
The daily inventory shows the following:	
Opening inventory	15 cans @ \$2.15 = \$32.25
Received on 8th of month	24 cans @ \$2.25 = \$54.00
Received on 15th of month	24 cans @ \$2.15 = \$51.60
Received on 23rd of month	12 cans @ \$2.60 = \$31.20

If the stock has rotated according to FIFO, you should have used all of the opening inventory, all of the product received on the 8th, and some of the product received on the 15th. The 25 remaining cans must consist of the 12 cans received on the 23rd and 13 of the cans received on the 15th. The value of these cans is then

12 cans @ 2.60	= \$31.20
13 cans @ 2.15	= \$27.95
Total	= \$59.15

As you can see, the choice of costing method can have a marked effect on the value of stock on hand. It is always advisable to use the method that best reflects the actual cost of the products. Once a method is adopted, the same method must be used consistently or the statistical data generated will be invalid.

Costing Prepared or Processed Items

When you are building your inventory forms, be sure to calculate the costs of any processed items. For instance, sauces and stocks that you make from raw ingredients need to be costed accurately and recorded on the spreadsheet along with purchased products so that when you are counting your inventory you are able to reflect the value of all supplies on the premises that have not been sold.

Inventory Turnover

When accurate inventory records are kept, it is possible to use the data in the records to determine the inventory **turnover** rate. The inventory turnover rate shows the number of times in a given period (usually a month) that the inventory is turned into revenue. An inventory turnover of 1.5 means that the inventory turns over about 1.5 times a month, or 18 times a year. In this case, you would have about three weeks of supplies in inventory at any given time (actually 2.88 weeks, which is $52 \text{ weeks}/18$). Generally, an inventory turnover every one to two weeks (or two to three times per month) is considered normal.

A common method used to determine inventory turnover is to find the average food inventory for a month and divide it into the total food cost for the same month. The total food cost is calculated by adding the daily food purchases (found on the daily receiving reports) to the value of the food inventory at the beginning of the month and subtracting the value of the food inventory at the end of the month.

That is,

- average food inventory = $(\text{beginning inventory} + \text{ending inventory})/2$
- cost of food = $\text{beginning inventory} + \text{purchases} - \text{ending inventory}$
- inventory turnover = $(\text{cost of food})/(\text{average food inventory})$

Example

A restaurant has a beginning inventory of \$8000 and an ending inventory of \$8500. The daily receiving reports show that purchases for the month totalled \$12 000. Determine the cost of food and the inventory turnover.

- Cost of food = $\$8000 + \$12\,000 - \$8500 = \$11\,500$
- Average food inventory = $(\$8000 + \$8500)/2 = \$8250$
- Inventory turnover = $\$11\,500/\$8250 = 1.4$

The turnover rate in the example would be considered low and would suggest that the business has invested too much money in inventory. Having a lot of inventory on hand can lead to spoilage, high **capital** costs, increased storage space requirements, and other costs.


Inventory turnover rates are not exact, for a few reasons. One is that in many food operations, accurate inventory records are usually kept only for more expensive items. Another is that the simple food cost used in the calculation does not truly reflect the actual food cost. (Food costs are

discussed in another chapter in this book.) In addition, not all inventory turns over at the same rate. For example, perishables turn over as quickly as they arrive while canned goods turn over more slowly.

Even though turnover rates are not exact, they do give managers at least a rough idea of how much inventory they are keeping on hand.

For more detailed information, please visit <https://opentextbc.ca/basickitchenandfoodservicemanagement/chapter/basic-inventory-procedures/>

VIDEOS

	<p>Inventory Food and Track Food Waste https://www.youtube.com/watch?v=mhbRrjzwK80</p>
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Module-4

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 4: Monitoring quality of food production

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring the quality of food production area

Duration 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Check that preparation of food meets requirements</p>	<p>The student will be able to: Check that associates understand the requirements for preparing food Check that associates have the correct tools and equipment for preparing food correctly Check that associates are using appropriate methods to prepare food for cooking Check that preparation of food meets quality requirements</p>	<p>Operational knowledge and understanding of entire kitchen operation Understanding operational management systems, including effective implementation of HACCP standards, inventory controls, costing, menu preparation, execution, food preparation and cooking, recipe implementation Understanding the importance of kitchen layout, including receiving food and other items from stores, preparing food, cooking and finishing dishes, waste disposal, working with hot liquids, dispatching food to food outlets Ensuring that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support Understanding the appropriate methods to prepare food for cooking, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading, marinating, measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing Monitoring the capability of associates to use preparation methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage preparation methods The importance of checking that preparation of food for cooking meets quality requirements, including for simple and complex dishes Compliance with relevant regulations and standards</p>	<p>Menus Standard operating procedures for preparation and service of dishes Health, safety and hygiene standards implementation HACCP standards Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Check that cooking of food meets requirements</p>	<p>The student will be able to: Check that associates understand the requirements for cooking food Check that associates have the correct tools and equipment to cook food correctly Check that associates are using appropriate methods to cook food correctly Check that the dish has the correct flavour, consistency and quantity Check that cooking of food meets quality requirements Ensure that portion control requirements are met</p>	<p>Ensuring that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support Understanding the appropriate methods for cooking food for simple and complex dishes, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing) Monitoring the capability of associates to use cooking methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage cooking methods The importance of checking that cooking of food meets service quality requirements, including for simple and complex dishes The importance of ensuring that portion control requirements are met, in order to meet guest requirements and expectations, to meet yield and profit expectations Compliance with relevant regulations and standards</p>	<p>Menu cards Standard operating procedures for cooking food Health, safety and hygiene standards implementation HACCP standards Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Check that clear down is carried out efficiently</p>	<p>The student will be able to: Ensure that work areas are cleared of equipment and food products</p>	<p>Observing and checking that teams are managing efficient clear downs, including procedures and policies for cleaning and storing equipment, returning food to stores, cleaning and sanitizing equipment and surfaces Monitoring procedures for handing over to the next shift, including exchanges of information between section Chefs de Partie, transfer of operational information (including levels of bookings) and critical</p>	<p>Standard operating procedures for closing the shift</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that all equipment and surfaces are cleaned and sanitized</p> <p>Ensure that all surplus food, equipment and materials are returned to the appropriate department</p> <p>Ensure that the team hands over to the next shift if appropriate</p>	<p>information (including problems with supplies, equipment, guests' special requirements)</p> <p>Communications for handing over to next shift, including verbal (between colleagues) and in writing (completing and reading kitchen logs), using appropriate technical language</p> <p>Compliance with relevant regulations and standards</p>	<p>Health, safety and hygiene standards implementation</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations

Running an efficient kitchen

An efficiently run kitchen will prepare and cook the right amount of highest quality food for the required number of people, on time, by the most effective use of staff, ingredients and equipment.

The size and complexity of the menu and the systems used to prepare that menu, will determine the success of the efficiency.

A kitchen with a large brigade of chefs can offer an extensive dinner menu as long as the majority of the mise en place is prepared during the day. At service time, a number of skilled chefs will then be able to carry out the final preparation and cooking of fish, meat and vegetables quickly and efficiently.

The kitchen will require plenty of refrigerators for holding perishables and partly prepared food, adequate cooking facilities and bains-marie for holding sauces.

A kitchen with a smaller brigade will need to offer a smaller menu with dishes that can be assembled quickly in a clear-cut fashion. This will ensure that even chefs with few skills will be able to work efficiently in a systematic manner.

Escoffier's partie system

In the late 19th century Auguste Escoffier devised the partie system, in which different sections of the kitchen were delegated to carry out specific jobs, whether it be preparing or cooking the fish, meat or vegetables.

Some kitchens today – particularly in large hotels – still adhere to Escoffier's traditional partie system, while others have had to adopt their own systems to accommodate smaller brigades of chefs and less elaborate menus.

It is now more likely for chefs to work across different sections. This will work as long as efficient working methods are adopted.

Effective work flow

To ensure a kitchen runs effectively, from the time supplies are delivered to the kitchen to the point where completed dishes are delivered to the customers, distinct areas should be delineated.

Goods coming into the kitchen should be stored as quickly as possible into the cold store (all perishables), vegetable store, dry goods store, equipment store or cleaning store.

The main food preparation area where meat and fish are prepared should be close at hand and kept separately from vegetables and salads. If room allows, a separate pastry area should be designated with its own baking oven.

If the kitchen is large enough, all cooking at point of service will be in another area again, where all frying, roasting, grilling, steaming and boiling is carried out.

If the preparation and cooking areas occupy the same space, there is a greater necessity for the completion of an efficient mise en place.

Dirty dishes should be taken from the restaurant direct to the wash-up area, avoiding the food preparation and cooking areas.

Working methods

An efficient kitchen is one in which the chefs prepare and cook the food in the minimal time to the highest standard with the least effort. To achieve this, it is essential that a kitchen adopts a methodical and economical method of working by:

- Ensuring all kitchen equipment is fully operational. For instance, a sharp knife is more efficient than a blunt one.
- Using electrical equipment only when the quantities you are preparing will ensure that you will save time. So, don't use a mechanical potato peeler to prepare four portions of potatoes as it will take longer to clean the equipment than it will to peel the potatoes with it. But, it will probably be worth using it when preparing for 100 covers.
- Working systematically. In preparing fish cakes, for example, prepare the fish and mashed potato in advance. Lay out the flour, egg wash and breadcrumbs used to coat the fish cakes and assemble them in a methodical manner.
- Avoiding fatigue when standing for long periods of time by standing correctly, with the weight evenly balanced on both legs. Take care when lifting heavy items; always bend the knees, not the back.
- Ensuring all necessary equipment is available and ready at hand at the start of each working session – don't waste time hunting for a ladle in the heat of service.
- Positioning all work-tops, sinks, stores and refrigerators within easy reach to eliminate unnecessary movement of chefs during service.
- Storing all ingredients as close as possible to the practical work area, with the most frequently used items close at hand.
- Preparing the mise en place thoroughly to ensure the follow-on of a smooth and efficient service.
- Following a clear, continuous work plan, as opposed to a haphazard one. Dishes requiring long preparation or cooking should be started first.

Kitchen supervision

A kitchen will only operate efficiently if it has clear leadership from the head chef, or in his absence, the sous chef, and, where appropriate, chefs de partie.

The head chef must be able to communicate, co-ordinate and delegate, motivate, organise, initiate, mediate, inspire and make decisions. If he can achieve all these, the kitchen should work smoothly and effectively.

Monitoring food preparation and cooking

Washing hands

Our hands are one of the main ways that germs are spread. Harmful bacteria can be spread very easily from people's hands to food, work surfaces and equipment.

It's always important to wash them thoroughly with soap and warm water before handling food, and especially after touching raw food, the bin, pets, and going to the toilet.

For more detailed information, please visit <https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

Storing and preparing meat

Raw meat, including poultry, can contain harmful bacteria that can spread easily to anything it touches, including food, worktops, tables, chopping boards, and knives.

Take particular care to keep raw food separate from ready-to-eat foods such as bread, salad and fruit. These foods won't be cooked before you eat them, so any germs that get on to them won't be killed.

For more detailed information, please visit <https://www.nhs.uk/live-well/eat-well/never-wash-raw-chicken/>

Hygiene tips:

use different chopping boards for raw and ready-to-eat foods

store raw meat and fish in a sealed container on the bottom shelf of the fridge

For more detailed information, please visit <https://www.nhs.uk/live-well/eat-well/how-to-store-food-and-leftovers/>

Cooking

Cooking food at the right temperature will ensure any harmful bacteria are killed. Check that food's steaming hot throughout before you eat it.

The foods below need to be cooked thoroughly before eating:

- poultry
- offal, including liver
- burgers
- sausages
- rolled joints of meat
- kebabs

Burgers and sausages

When cooking burgers, sausages, chicken, cut into the middle to check that the meat's no longer pink, the juices run clear and it's steaming hot throughout.

Chicken

When cooking a whole chicken or bird, pierce the thickest part of the leg (between the drumstick and the thigh) to check there's no pink meat and the juices are no longer pink or red.

Beef and lamb

It's safe to serve steak and other whole cuts of beef and lamb rare (not cooked in the middle) or blue (seared on the outside) as long as they have been properly sealed by cooking them quickly at a high temperature on the outside only. Bacteria is usually only found on the outer surfaces of these types of meat.

Acrylamide in starchy food

Acrylamide is a chemical that's created when many foods, particularly starchy foods like potatoes and bread, are cooked at high temperatures (over 120C), such as when baking, frying, grilling, toasting, and roasting.

Boiling, steaming and microwave cooking are unlikely to create acrylamide.

There's evidence to show acrylamide has the potential to cause cancer.

The [Food Standards Agency](#) has the following tips to reduce your risk of acrylamide at home:

- **Go for gold** – aim for a golden yellow colour or lighter when frying, baking, toasting or roasting starchy foods like potatoes, root vegetables and bread.
- **Check the pack** – follow the cooking instructions carefully when frying or oven-heating packaged food products like chips, roast potatoes and parsnips.
- **Don't keep raw potatoes in the fridge** – storing raw potatoes in the fridge can increase overall acrylamide levels if they're then cooked at high temperatures, such as roasting or frying.
- **Eat a varied and balanced diet** – while we can't completely avoid risks like acrylamide in food, eating a healthy, balanced diet will help reduce your risk of cancer.

For more detailed information, please visit <https://www.nhs.uk/live-well/eat-well/starchy-foods-and-carbohydrates/>

Washing fruit and vegetables

Wash fruit and vegetables under cold running water before you eat them. This helps remove visible dirt and germs that may be on the surface. Peeling or cooking fruit and vegetables can also remove these germs.

Never use washing-up liquid or other household cleaning products to clean fruit and vegetables, as they're not intended for human consumption and you may accidentally leave some of the product on the food.

For more detailed information, please visit <https://www.nhs.uk/live-well/eat-well/how-to-wash-fruit-and-vegetables/>

For more detailed information, please visit <https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Food poisoning

Food poisoning is an illness induced by eating food or drinks contaminated with harmful bacteria or eating food contaminated with chemicals called toxins. There are two main types of bacterial food poisoning:

- Food poisoning caused by the consumption of bacteria: This type of food poisoning results from eating bacteria which multiply in the food if it is left in conditions which support the growth of bacteria.
- Food poisoning caused by the consumption of toxins: Toxins are chemicals that can make you ill and are produced by certain types of bacteria. The toxin is produced in the food before it is eaten and this preformed toxin normally makes you ill very soon after eating the food.

Given the right conditions, millions of bacteria can grow on common, everyday foods. These conditions are:

- Time – a single bacterium can multiply to over two million in just seven hours
- Warmth – the ‘danger zone’ temperatures at which bacteria grow best are between 5°C and 63°C
- Food – like any other living things, germs need food to grow. High-risk foods that bacteria love best include dairy products, meat, poultry, fish and shellfish
- Water – bacteria need moisture to grow. This includes moisture in ‘wet’ foods such as juicy meats, sandwich fillings, soups, sauces and dressings.

For a healthy adult the probability of getting sick from contaminated food is dependent on both the type and number of harmful microorganisms present in the food. For those who are susceptible, namely the very young, and those who are sick or pregnant, where their immune systems are less effective, lower numbers of microorganisms may be required to cause illness.

Symptoms of food poisoning

The symptoms of food poisoning can vary, depending on what type of bacteria has caused the infection. Symptoms can be mild or severe. When you get sick, you usually have one or more of the following symptoms:

- Feeling sick (nausea)
- Stomach cramps
- Diarrhoea
- Vomiting
- Fever (feeling very hot)
- Headaches

Fortunately, most forms of food poisoning last only a short time - between one and three days. However you may feel sick for as long as seven or more days, and in extreme cases the symptoms can be fatal.

How do you prevent food poisoning?

Given the right conditions such as warmth, moisture and time, bacteria can easily grow on food and multiply very quickly. That’s why food that is not properly stored or thoroughly cooked can cause food borne illnesses.

There are four simple steps you can take to prevent food poisoning:

- Clean – always wash your hands before and after handling and eating food, after visiting the toilet or playing with pets or animals
- Cook – make sure that food is thoroughly cooked in order to destroy any harmful bacteria that might be present.
- Chill – keep food cool in order to prevent bad bacteria from growing; make sure that your fridge is at the correct temperature to keep cold foods chilled – aim to keep your fridge at 5°C or below.

- Separate to prevent cross-contamination – separate raw and cooked foods during storage and cooking and never let raw food, for example raw meat, come into contact with food that is ready-to-eat.


Bacteria are found throughout the environment but they concentrate where a food source is available so it is usual for raw food to come into contact with bacteria, most of which are harmless, but there are some that can cause illness.

What to do if you think you have food poisoning

There is very little you can do to stop food poisoning once you have eaten contaminated food. That is why prevention is the most effective way to stay healthy. The following guidelines will help if you or someone you know comes down with food poisoning.

- Re-hydration – You lose an enormous amount of fluids during a bout of food poisoning, so be sure to drink plenty of fluids. Whether or not you feel up for it, take frequent sips of water, apple juice, broth, bouillon or an isotonic energy drink with electrolytes. Pregnant women, young children, the elderly and people with serious medical conditions are at an especially high risk of dehydration from food poisoning
- Medical assistance – If you suspect you have food poisoning, contact a doctor
- Caring for someone who has food poisoning – You need to take particular care if you are caring for someone who has food poisoning to prevent the further spread of bacteria. Wash your hands thoroughly using anti-bacterial soap and use a bleach solution for cleaning.
- Reporting – If you suspect that you are sick because you purchased and ate contaminated food, report the incident to your local environmental health officer

VIDEOS

	<p>Prevent Food Poisoning: Safety tips for handling and preparing common food https://www.youtube.com/watch?v=1APALSYNNDg</p>
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CHEF



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Module-5

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 5: Supervise the delivery of effective kitchen service to food service team

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of supervising the delivery of effective service to food service team

Duration 45 hours **Theory:** 9 hours **Practical:** 36 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Develop and maintain positive working relationships between kitchen and food service teams</p>	<p>The student will be able to: Conduct own self in a way that promotes a positive image of self and own section Adapt behaviour to take into account the food service team's methods of communication and working Work in a way that promotes trust and respect Listen to requests and adhere to any promises made Communicate in a timely manner if it not possible to provide required dishes to meet guests' expectations</p>	<p>Methods of communication to meet kitchen needs, including written, verbal, by telephone (or similar), guest's order check, internal memo, departmental log book; body language, visual signs Adopting appropriate styles of communication, including urgent, non-urgent, difficult, routine, using technical and social language appropriately Innovative methods to improving relationships with the food service team, including team meetings and team building exercise, developing working groups, developing team members, recognising and valuing contributions from associates in kitchen and food outlet teams, creating and supporting a meaningful and needed work atmosphere, being flexible to change, developing expectations and recognising achievements The importance of conduct that promotes a positive image of own self and the organisation including leading by example, encouraging and motivating associates to develop and demonstrate good conduct in their own work and with others The importance managing positive working relationships between kitchen and food service teams, including listening to requests, promoting excellence in service delivery, adhering to any promises made in a timely manner, celebrating achievements Organisational requirements for recording information relating to guests, including formal and informal, maintaining logs in both departments, negotiating and agreeing information that needs to be recorded The importance of sharing information with colleagues, including adding value to working environments, sharing information when appropriate and</p>	<p>Guest order checks Records of any dishes not available Feedback system from food service team Copies of menu, drinks list, function planner, other promotional materials Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Communicate relevant information to colleagues	<p>useful to the organisation; ways to do this, including formally and informally, verbally and in writing</p> <p>Taking appropriate steps for skill training and motivation of associates to increase productivity, including remedial training, training for new skills, professional development of associates</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU2:</p> <p>Ensure that the kitchen team deliver effective service to food service team at all times</p>	<p>The student will be able to:</p> <p>Ensure that kitchen team plans, prepares and organises production of food with due attention to the needs of the food service team</p> <p>Ensure that service delivery to food service teams is maintained during very busy periods and unusually quiet periods</p> <p>Ensure that service delivery to food service teams is maintained when systems, people or resources have failed</p> <p>Consistently meet the expectations of the food service team</p>	<p>The importance of planning work, including identifying and arranging supplies, calculating staffing levels from business information and preparing rotas accordingly, allocation of duties, timing, briefing staff, in order to deliver a quality service to the food service team</p> <p>The importance of having reliable and fast information for the food service team and the organisation, including identifying, agreeing and using appropriate channels of communication</p> <p>Reorganising work to respond to unexpected additional workloads, including negotiating with Chefs de Partie, redirecting the efforts of different sections or teams</p> <p>Communicating feedback to and from the food service team to others, including formally and informally, using social and technical language as appropriate, discussing and negotiating with food outlet Captains and Restaurant Managers, responding appropriately to the food service team when they provide feedback about the products or services being provided</p> <p>Supplying accurate guest service information to others using the most appropriate method of communication, particularly with regard to special requests, composition of dishes, potential allergies</p> <p>Organisational procedures and systems for delivering service to the food service team, including workflows, managing equipment for presentation, presenting dishes in the agreed manner, managing timing, alerting the food outlet team where problems may occur or have occurred</p> <p>Understanding the expectations of food service teams, including delivery of quality dishes, in the agreed manner, at the agreed time; anticipating the</p>	<p>Organisation's service policy for supporting the food service team</p> <p>Organisation's aims and objectives statement</p> <p>HACCP standards</p> <p>Menus, drinks lists, other promotional materials</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>needs of food service teams and responding accordingly; aspiring to excellence</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU3: Solve problems for food service team</p>	<p>The student will be able to:</p> <p>Respond positively to service problems for the food service team following organizational guidelines</p> <p>Solve service problems for the food service team within own sufficient authority</p> <p>Work with others to solve service problems for the food service team</p> <p>Keep the food service team informed of the actions being taken and check that they are comfortable with the actions being taken</p> <p>Solve problems with service systems and procedures that might affect the food service team before they become aware of them</p>	<p>Improving working relationships with the food service team by solving problems, including staffing, resources, food (quality and quantity), timing</p> <p>Negotiating with and reassuring the food service team while their problems are being solved, including keeping the team and/or individual associates informed in a positive and clear manner, including informing them of steps being taken to solve any production or service problems, prompt and polite advice to food service associates, ensuring the Captain is aware of the situation and monitors it</p> <p>Repeated service problems for the food service team, including quantity and quality of food, timing and speed of service, temperature of food, problems with food check</p> <p>Options for dealing with and avoiding repetition of a repeated guest service problem, including better briefing, more staffing, changes to the menu, changes to workflow patterns and procedures, better working practice, additional training</p> <p>Working with others to select the best option for solving a repeated service problem, balancing the expectations of the food service team with the needs of the organisation</p> <p>Obtaining the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated, including providing appropriate details of problems, suggesting solutions</p> <p>Securing agreement for the solution with the food service team or Captain, monitoring the changes made to guidelines and adjusting them if appropriate</p>	<p>Organisation's service policy for working with the food service team</p> <p>Organisation's aims and objectives statement</p> <p>Service team feedback on food production quality</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Inform managers and colleagues of the steps taken to solve specific problems</p> <p>Identify repeated service problems for the food service team and options for solving them</p>		
<p>LU4: Improve service reliability for food service team</p>	<p>The student will be able to:</p> <p>Actively use comments and guest feedback to establish reliability/quality of service provided to guests</p> <p>Use a variety of investigative and research tools to determine the quality of service provided</p> <p>Improve service standards by setting targets of achievement initiated by data collected</p> <p>Recommend service reliability improvements from guest surveys and feedback</p>	<p>Research tools, including guest satisfaction surveys, quality audits, historical analysis, personal initiatives as appropriate</p> <p>Sources of information, including formal and informal sources, direct comments from guests, from associates; guest comment and complaint forms, ideas from formal and informal discussions with colleagues and team members</p> <p>Analysing data from appropriate sources, including subjective and objective data, using charts, tables and graphs, qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis</p> <p>Course of action from the analysis of data, including setting SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan and implement improvements based on data analysis</p> <p>Initiating improvements in own area of responsibility and performance, including personal targets, development of leadership skills, guiding and advising other associates</p> <p>Determining the merits and costs of proposed action to improve service to guests including ways to present action plans and reports to show recommendations</p>	<p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Maintain service reliability improvements by monitoring guest service responses		
<p>LU5: Gather information on feedback of kitchen service and identify opportunities for improvement</p>	<p>The student will be able to: Collect and record feedback on the effectiveness of guest service Analyse and interpret feedback and share findings on the effectiveness of guest service with others Summarise the advantages and disadvantages of the effectiveness of guest service Use analysis and interpretation of feedback on the effectiveness of guest service to identify opportunities for further improvement</p>	<p>The importance of feedback on the effectiveness of kitchen service to food outlet teams, including the extent to which the kitchen team has met or exceeded food outlet needs and expectations, gaps in provision, capacity for improvement The importance of summarising the advantages and disadvantages of the effectiveness of kitchen service to food outlet teams, in order to reach organisational goals, to identify possible improvements Techniques to analyse and interpret feedback on the effectiveness of kitchen service to food outlet teams, in order to identify opportunities for further improvement, including reviewing, editing, analysing and reporting findings Analysing and interpreting feedback and sharing findings with others, including qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis Appropriate formats for presenting these opportunities to the management team, including formal report, informal discussion, presentation</p>	<p>Computer, accessories, software Guest feedback forms Analysis tools and recording forms Report templates Guest service training manual</p>

Examples and illustrations

Building Great Work Relationships

Making Work Enjoyable and Productive

Having good friends in the workplace can boost your job satisfaction.

Why Have Good Relationships?

Human beings are naturally social creatures – we crave friendship and positive interactions, just as we do food and water. So it makes sense that the better our relationships are at work, the happier and more productive we're going to be.

Good working relationships give us several other benefits: our work is more enjoyable when we have good relationships with those around us. Also, people are more likely to go along with changes that we want to implement, and we're more innovative and creative.

What's more, good relationships give us freedom: instead of spending time and energy overcoming the problems associated with negative relationships, we can, instead, focus on opportunities.

Good relationships are also often necessary if we hope to develop our careers. After all, if your boss doesn't trust you, it's unlikely that he or she will consider you when a new position opens up. Overall, we all want to work with people we're on good terms with.

We also need good working relationships with others in our professional circle. Customers, suppliers and key stakeholders are all essential to our success. So, it's important to build and maintain good relations with these people.

Defining a Good Relationship

There are several characteristics that make up good, healthy working relationships:

- **Trust** – This is the foundation of every good relationship. When you **trust** your team and colleagues, you form a powerful bond that helps you to work and communicate more effectively. If you trust the people you work with, you can be open and honest in your thoughts and actions, and you don't have to waste time and energy "watching your back."
- **Mutual Respect** – When you respect the people who you work with, you value their input and ideas, and they value yours. Working together, you can develop solutions based on your collective insight, wisdom and creativity.
- **Mindfulness** – This means taking responsibility for your words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- **Welcoming Diversity** – People with good relationships not only accept diverse people and opinions, but they welcome them. For instance, when your friends and colleagues offer different opinions from yours, you take the time to consider what they have to say, and factor their insights into your decision-making.

- **Open Communication** – We communicate all day, whether we're sending emails and IMs, or meeting face to face. The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on open, honest communication.

Where to Build Good Relationships

Although we should try to build and maintain good working relationships with everyone, there are certain relationships that deserve extra attention. For instance, you'll likely benefit from developing good relationships with key stakeholders in your organization. These are the people who have a stake in your success or failure. Forming a bond with these people will help you to ensure that your projects and career, stay on track.

To find out who these people are, do a Stakeholder Analysis . Once you've created a list of colleagues who have an interest in your projects and career, you can devote time to building and managing these relationships.

Clients and customers are another group who deserve extra attention. Think of the last time you had to deal with an unhappy customer ; it was probably challenging and draining. Although you may not be able to keep everyone happy 100 percent of the time, maintaining honest, trusting relationships with your customers can help you to ensure that if things do go wrong, damage is kept to a minimum. Good relationships with clients and customers can also lead to extra sales, career advancement, and a more rewarding life.

How to Build Good Work Relationships

So, what can you do to build better relationships at work?

- **Develop Your People Skills**
Good relationships start with good people skills - collaboration, communication and dealing with conflict.
- **Identify Your Relationship Needs**
Look at your own relationship needs. Do you know what you need from others? And do you know what they need from you?
- **Understanding these needs can be instrumental in building better relationships.**
- **Schedule Time to Build Relationships**
Devote a portion of your day toward relationship building, even if it's just 20 minutes, perhaps broken up into five-minute segments. For example, you could pop into someone's office during lunch, reply to people's postings on Twitter or LinkedIn , or ask a colleague out for a quick cup of coffee.
These little interactions help build the foundation of a good relationship, especially if they're face-to-face.
- **Focus on Your EI**
Also, spend time developing your emotional intelligence (EI). Among other things, this is your ability to recognize your own emotions, and clearly understand what they're telling you.
- **High EI also helps you to understand the emotions and needs of others.**
- **Appreciate Others**
Show your appreciation whenever someone helps you. Everyone, from your boss to the office cleaner, wants to feel that their work is

appreciated. So, genuinely compliment the people around you when they do something well. This will open the door to great work relationships.

- **Be Positive**
Focus on being positive . Positivity is attractive and contagious, and it will help strengthen your relationships with your colleagues. No one wants to be around someone who's negative all the time.
- **Manage Your Boundaries**
Make sure that you set and manage boundaries properly – all of us want to have friends at work, but, occasionally, a friendship can start to impact our jobs, especially when a friend or colleague begins to monopolize our time.
- If this happens, it's important that you're assertive about your boundaries, and that you know how much time you can devote during the work day for social interactions.
- **Avoid Gossiping**
Don't gossip – office politics and "gossip" are major relationship killers at work. If you're experiencing conflict with someone in your group, talk to them directly about the problem. Gossiping about the situation with other colleagues will only exacerbate the situation, and will cause mistrust and animosity between you.
- **Listen Actively**
Practice active listening when you talk to your customers and colleagues. People respond to those who truly listen to what they have to say. Focus on listening more than you talk, and you'll quickly become known as someone who can be trusted.

Difficult Relationships

Occasionally, you'll have to work with someone you don't like , or someone that you simply can't relate to. But, for the sake of your work, it's essential that you maintain a professional relationship with him.

When this happens, make an effort to get to know the person. It's likely that she knows full well that the two of you aren't on the best terms, so make the first move to improve the relationship by engaging him in a genuine conversation, or by inviting him out to lunch.

While you're talking, try not to be too guarded. Ask him about his background, interests and past successes. Instead of putting energy into your differences, focus on finding things that you have in common.

Just remember – not all relationships will be great; but you can make sure that they are, at least, workable!

Key Points

Building and maintaining good working relationships will not only make you more engaged and committed to your organization; it can also open doors to key projects, career advancement, and raises.

Use the following strategies to build good working relationships with your colleagues:

- Develop your people skills.
- Identify your relationship needs.

- Schedule time to build relationships.
- Focus on your EI.
- Appreciate others.
- Be positive.
- Manage your boundaries.
- Avoid gossiping.
- Listen actively.

For more detailed information, please visit <https://www.mindtools.com/pages/article/good-relationships.htm>

Problem solving skills

All problems have two features in common: goals and barriers.

Goals

Problems involve setting out to achieve some objective or desired state of affairs and can include avoiding a situation or event.

Goals can be anything that you wish to achieve, or where you want to be. If you are hungry then your goal is probably to eat something. If you are the head of an organisation (CEO), then your main goal may be to maximise profits and this main goal may need to be split into numerous sub-goals in order to fulfil the ultimate aim of increasing profits.

Barriers

If there were no barriers in the way of achieving a goal, then there would be no problem. Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goals.

Following our examples above, if you feel hungry then your goal is to eat. A barrier to this may be that you have no food available - so you take a trip to the supermarket and buy some food, removing the barrier and thus solving the problem. Of course for the CEO wanting to increase profits there may be many more barriers preventing the goal from being reached. The CEO needs to attempt to recognise these barriers and remove them or find other ways to achieve the goals of the organisation.

Finding solutions

The approach referred to is generally designed for problem solving in an organisation or group context, but can also be easily adapted to work at an individual level at home or in education.

Trying to solve a complex problem alone however can be a mistake. The old adage "*A problem shared is a problem halved*" is sound advice.

Talking to others about problems is not only therapeutic but can help you see things from a different point of view, opening up more potential solutions.

Stages of Problem Solving

Effective problem solving usually involves working through a number of steps or stages, such as those outlined below.

Problem Identification:

This stage involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.

The first phase of problem solving may sound obvious but often requires more thought and analysis. Identifying a problem can be a difficult task in itself. Is there a problem at all? What is the nature of the problem, are there in fact numerous problems? How can the problem be best defined? By spending some time defining the problem you will not only understand it more clearly yourself but be able to communicate its nature to others, which leads to the second phase.

Structuring the Problem:

This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

Following on from problem identification, structuring the problem is all about gaining more information about the problem and increasing understanding. This phase is all about fact finding and analysis, building a more comprehensive picture of both the goal(s) and the barrier(s). This stage may not be necessary for very simple problems but is essential for problems of a more complex nature.

Looking for Possible Solutions:

During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

From the information gathered in the first two phases of the problem solving framework it is now time to start thinking about possible solutions to the identified problem. In a group situation this stage is often carried out as a brain-storming session, letting each person in the group express their views on possible solutions (or part solutions). In organisations different people will have different expertise in different areas and it is useful, therefore, to hear the views of each concerned party.

Making a Decision:

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.

This is perhaps the most complex part of the problem solving process. Following on from the previous step it is now time to look at each potential solution and carefully analyse it. Some solutions may not be possible, due to other problems like time constraints or budgets. It is important at this stage to also consider what might happen if nothing was done to solve the problem - sometimes trying to solve a problem that leads to many more problems requires some very creative thinking and innovative ideas.

Finally, make a decision on which course of action to take - decision making is an important skill in itself.

Implementation:

This stage involves accepting and carrying out the chosen course of action.

Implementation means acting on the chosen solution. During implementation more problems may arise especially if identification or structuring of the original problem was not carried out fully.


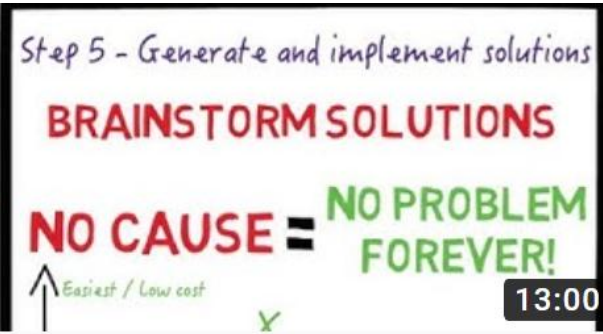
Monitoring/Seeking Feedback:

The last stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

The final stage of problem solving is concerned with checking that the process was successful. This can be achieved by monitoring and gaining feedback from people affected by any changes that occurred. It is good practice to keep a record of outcomes and any additional problems that occurred.

For more detailed information, please visit <https://www.skillsyouneed.com/ips/problem-solving.html>

VIDEOS

	<p>How To Build Good Relationships At Work https://www.youtube.com/watch?v=RsWGdDIK6XA</p>
	<p>Problem Solving Techniques - how to solve problems in the workplace in 6 easy steps https://www.youtube.com/watch?v=cQPNVFZId68</p>

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Module-6

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 6: Manage comments and complaints relating to food production

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of managing comments and complaints related to food production

Duration 15 hours **Theory:** 3 hours **Practical:** 12 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Manage comments relating to food production	<p>The student will be able to:</p> <ul style="list-style-type: none"> Develop good relationship with food service team to get regular verbal feed back Ask guests for feedback during food service Ensure that written guest feedback is collected and discussed with team Ensure that feedback is gathered from different channels and recorded for further improvement in system Monitor the food production team to ensure improvement based on feedback from various sources 	<ul style="list-style-type: none"> Comments on the range of products and services provided by the organisation, including menus, dishes, food and beverage service, kitchen service provided to food outlet team Channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments Sources, including from guests, associates, Captain and Restaurant Manager; formal and informal Recognising and responding to comments, including verbal or written responses, direct (to the guest, associates, Captain, Restaurant Manager) or indirect (via a third party colleague, senior manager, guest services department); acknowledging comment, providing additional information Sources of information and advice for responding to positive comments within the organisation, including verbal sources (other colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet) Organisational procedures for gathering information and responding to comments, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format 	<ul style="list-style-type: none"> Organisational guest feedback system Daily event sheets A-la-carte and other menus Recipe cards Logs and other documentation for recording information relating to comments Computer, software, accessories Training manual for associates on all sections Guest service policy

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Manage complaints relating to food production</p>	<p>The student will be able to: Gather sufficient information to enable assessment of the nature and severity of the complaint Respond to the person making the complaint if the complaint cannot be resolved within required timescales Report any complaints that are outside own authority to deal with to the appropriate person Make appropriate notes and a record of the complaint and the actions taken Identify any changes to the organisation's procedures which are necessary to avoid future similar complaints Comply with legal requirements, industry regulations, including ethical standards and health and safety, organisational policies and professional codes</p>	<p>Complaints relating to the range of products and services provided by the organisation, including menus, dishes, food and beverage service, kitchen service provided to food outlet team Types of kitchen complaints, including not asking for help, not working together as a team, not providing sufficient support; Recognising the level of seriousness of a complaint, including format, tone of language, visual clues; developing an appropriate response The importance of seeking further information where necessary, in order to fully investigate the complaint Complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training Sources of information and advice for responding to complaints within the organisation, including verbal sources (other colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet) Difficult/sensitive situations/issues, including guests who are upset and emotional, incidents involving or spoiling a special occasion, incidents that may lead to disciplinary procedures; aiming always for a positive and creative response The limits of own authority and the action required if a complaint is beyond own authority to handle, including gathering sufficient relevant information, identifying the appropriate colleague to refer to, ensuring details of the complaint are explained fully Ethical standards, including ensuring that all behaviour and operations are fair, honest, not detrimental to the business or its guests Organisational procedures for gathering information and responding to complaints, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format</p>	<p>Organisational guest feedback system Daily event sheets A-la-carte and other menus Recipe cards Standard operating procedures for service recovery Logs and other documentation for recording information relating to complaints Computer, software, accessories Training manual for associates on all sections Guest service policy</p>

Examples and illustrations

9 Ways to Successfully Manage Customer Feedback

The secret to understanding customers' needs, wants and concerns is making the most of customer feedback. That means not only collecting feedback, but managing and acting upon that feedback to improve your products and services.

Customer feedback comes from a growing number of channels, including in-person, phone, comment cards, surveys, email, Web, social networking, mobile devices, and more. In addition, a number of individuals and departments within your company are collecting customer feedback, and in a variety of formats. For example, marketing may be conducting Web-based surveys, product development may be conducting focus groups, the contact center may be collecting customer feedback from the support line.

The challenge this creates is you do not always know what feedback is being captured, who is capturing it, where it is being stored and who is responsible for following up on it. This also makes it difficult to use this information to improve customer relationships.

Thus, to ensure your own company's success in setting up and managing an effective Voice-of-the-Customer feedback program, here are nine ways to help you succeed at managing customer feedback.

1. Have well-defined goals and objectives:

- Before starting, know what business objectives are at stake, why you are collecting the data and how your company is will use it to make decisions. Also, consider the reports you will need and who within your organization needs access to that information.

2. Get executive buy-in and internal support:

- Work with your executive team to communicate and share customer feedback and VOC program goals and objectives with all employees. Keep VOC programs top-of-mind with executives and employees by including metrics in executive dashboards and sharing positive customer feedback during company meetings.

3. Develop a formal VOC program:

- Establish a formal VOC program that encourages two-way communication between your company and customers. Once customer communications channels are established, help your company implement formal processes to support feedback data collection and management efforts, including implementing technologies to support a unified VOC program.

4. Collect and manage customer feedback in a centralized system:

- Having multiple feedback systems in separate databases is cumbersome and leads to duplication of effort. Companies now have access to technology-driven, real-time Voice of the Customer (VOC) feedback programs. These solutions allow businesses to continually collect customer and employee feedback through multiple channels into a central database for analysis and immediate action.

5. Become a customer advocate throughout the feedback process:

- Be in a position to rapidly respond to customer feedback. Keep customers informed about the ongoing status of their issues and requests. Let customers know when your company uses one of their suggestions. Help your organization resolve chronic customer complaints and concerns. Track, measure and monitor customer feedback response times and continually work to improve them.

6. Communicate and share customer feedback with others:

- Quickly distribute real-time customer feedback and share reports and survey data findings with others in your organization — from the c-suite to managers and employees. Openly share actionable insights with employees and conduct post-mortem meetings to discuss what did and did not work as well as what is needed to improve your VOC program in the future.

7. Collect real-time, ongoing feedback:

- To build strong, lasting and engaging relationships with customers, gather and respond to feedback in real-time. To accomplish this, make it easy for customers to submit feedback at every interaction point and regularly monitor customer needs and concerns.

8. Integrate customer feedback into the business:

- Be sure to work with other departments to ensure that their customer feedback is incorporated into the company's strategic goals. For example, sort through open-ended comments to see whether a customer has complimented an individual employee. Then, make sure that the employee is recognized for providing positive customer service.

9. Tie customer feedback programs to business outcomes:

- Measure and monitor customer-related metrics such as customer retention, number of products purchased, likelihood to recommend the company's products or services, likelihood to purchase again, etc. You can also benchmark your program against other industry leaders. These measurements will demonstrate how your feedback program is positively impacting the organization.

Gathering customer feedback isn't just about finding out and addressing customer concerns — it's about gaining a solid understanding of customer needs, wants and issues. By consolidating all feedback data into a single centralized system and using that system across the organization, you can gain valuable insights into what customers need, want and value most, as well as identify important trends and patterns in the data that contributes to business success.

For more detailed information, please visit <https://www.destinationcrm.com/Articles/ReadArticle.aspx?ArticleID=66492>

Complaint handling

There are real benefits in prioritising and improving complaints handling:

- Nearly all customers would recommend a company to their friends if a complaint had been resolved efficiently

- Four out of five customers would spread the word if a complaint had been handled badly
- Still not many companies seem to be listening to this key customer service point, so there are advantages to starting now
- Despite the rise in complaints, only one in four employees feel qualified to deal with them
- Only one in three customer-facing staff are actually trained to deal with angry customers
- Most customers would pay more for excellent service

Definition of a complaint

When a customer feels strongly enough that his or her expectations have not been met, he or she may make a complaint.

A complaint is when a customer brings a problem to the attention of the organisation and expects some redress, probably over and above simply supplying the original product or service that was the cause of the complaint.

Complaints are often used by regulators as one measure of the success of the organisation's customer service.

In the UK Customer Satisfaction Index uses two questions to establish who has complained:

- Have you had any kind of problem or bad experiences with in the last 3 months
- Did you tell anyone at about your problem?

"Complainants" are defined as customers who have had a recent problem, and have told a member of staff about it. They have not necessarily lodged a formal complaint, and their issue may or may not be captured in an organisation's complaints tracking system. The research also covers 'silent sufferers' - customers who have a problem but do not report it to the organisation in question. In the research we examine the different reasons why these customers do not make a complaint even though they are dissatisfied, and the impact on their subsequent satisfaction.

The 5 rules of complaints handling for organisations

1. Have a strategic plan
 - Have a clear, flexible welcoming and open policy on complaints. A complaint is a gift when a customer gives up their time to help you improve your organisation.
2. Train your staff and management in complaints handling
 - Give them confidence to tackle the difficult customers and support in their actions. Excellent complaint handling isn't easy and can sometimes be stressful and feel unrewarding. Confirm its importance in providing great customer service.
3. Give complaining enough priority and authority
 - Staff should be aware that complaints are a top priority item for your operation, and anyone who deals with them must have sufficient authority to resolve them completely.
4. Ensure that you can process complaints from all sources

- There are 4 main ways to complain – in person, by telephone, by mail, by email/internet. Your organisation must be able to handle all of these efficiently.
5. Set up processes to log and analyse all complaints and share with everyone
 - You can learn a lot about problems with internal processes, training, specific employees/managers, and product for free.

10 processes and actions for setting up your complaints handling

1. Thank the customer for complaining
 - Say that you are sorry that the problem has happened. This is not an admission of guilt and it does demonstrate respect for the customer.
2. Put yourself in the place of the customer
 - This will instantly give you an advantage, as you not only will have more empathy with the customer, but also you know your business better than them and so can hopefully see the solution quicker.
3. Start with the view that the customer has a valid point, not that he/she are trying to rip you off
 - It is true that there are some professional complainers, but they are in the minority. If you are a local store, you probably know them anyway. Accepting the customer may well have a point can trigger ideas for an acceptable resolution.
4. Get all the facts first
 - Let the customer give you all of the information. This will help you fully understand the situation and, if the customer is emotional, this will give them time to calm down. Don't offer the complainant a free gift straight away. It's very tempting to give the customer a gift, or vouchers. In many cases it is good service, but too often it is done instead of solving the problem, which can lead to more complaints about the same thing because it hasn't been fixed.
5. Correct the mistake
 - All of the other suggestions are pointless if you don't fix the problem. Make sure that your definition of the right fix is the same as the customer's.
6. Learn from every complaint
 - Fix the process: Train staff in the issue and eliminate the fault. Wherever possible let the complaining customer know that they have helped you resolve a problem. They'll come back again and again and will probably spread the word.
7. Minimise reasons for complaints
 - Do you have a continuous improvement culture? Do you check customer (and employee) satisfaction regularly? Do you check the quality of the goods sold in your organisation? It costs at least 5 times as much to gain a new customer than keep an existing one, and takes 56 days on average. Keeping this complaining customer should be the top priority, and at these cost ratios you can afford to be generous in your time and effort.
8. Always respond

- In person complainers hopefully always get dealt with, but make sure that everyone who complains on the telephone, by letter, or by E-mail gets a rapid and appropriate response.

9. Listen to your staff

- They nearly always care about your company and doing a good job and are much closer to the customers than you are. Ask their views regularly and make changes when they are sensible. Make sure their complaints are handled too.

10. Lead by example

- It's not that your staff don't listen to what you say, it's that they do listen, so make sure that you are always setting the right example, and giving complaints your personal priority. Reward good complaints handling.

For more detailed information, please visit

<https://www.instituteofcustomerservice.com/research-insight/guidance-notes/article/handling-complaints>

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Module-7

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 7: Monitoring health and safety issues in food production areas

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring health and safety issues in food production areas

Duration 45 hours **Theory:** 9 hours **Practical:** 36 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Ensure that all kitchen associates follow organizational requirements for health and safety</p>	<p>The student will be able to: Assess the risks in kitchen environments Check the extent to which all associates are aware of and follow health and safety requirements in line with organisational requirements Ensure that associates follow safe working practices at all times Monitor the extent to which associates identify any hazards or potential hazards and deal with these correctly Monitor the reports made by associates on any accidents or near accidents</p>	<p>Effective implementation of HACCP (Hazard Analysis and Critical Control Points) standards, including assessment of health and safety risks, identifying hazards, who might be harmed and how, evaluating risks and deciding on appropriate precautions, recording and implementing findings, reviewing and updating assessments as necessary First aid, fire fighting training and anti allergic medicine to be available, assembly point for evacuations Features of a risk assessment, including who might be harmed, what hazards exist, what could go wrong, how likely it is to happen, how many people could be hurt, what precautions could be taken to reduce risks Benefits of risk assessment, including helping to prevent accidents, making it easier for associates to carry out their work, improving the standard of work produced, complying with organisational requirements or guidelines The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to guests or associates Key elements of a food safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning Food safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing</p>	<p>Emergency notices Standard operating procedures for health and safety Fire equipment First aid equipment Logbooks for recording accidents and incidents Organizational health and safety policy HACCP standards Standard operating procedures for safe working in the kitchen Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Monitor the way that associates practise emergency and security procedures correctly</p> <p>Ensure that appropriate records are completed as required to demonstrate that section team follows health and safety requirements</p>	<p>sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Observing and checking that associates know and understand methods to deal with emergencies, including taking action within own responsibility, notifying engineering department, evacuating the area or building, ensuring security have been notified where necessary</p> <p>Observing and checking that associates know and understand how to follow emergency procedures, including alerting others, following instructions, taking action</p> <p>Completing records as required to demonstrate that section team follows health and safety requirements</p> <p>Advising associates of the sources of information about health, hygiene and safety in the food outlet, including Standard Operating Procedures for food outlet, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Food safety when storing, preparing and cooking food, including handling food hygienically, preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p> <p>Understanding food poisoning, including causes (by eating contaminated foods), symptoms (including abdominal pain, diarrhoea, vomiting, fever), people at risk (including babies and young children, pregnant and nursing mothers, the elderly and infirm, people who are already ill)</p> <p>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU2: Monitor efficient and effective use</p>	<p>The student will be able to: Ensure that all equipment is working</p>	<p>Maintaining equipment, including its function and maintenance requirements; and work areas, including maintenance and refurbishment requirements; ensuring that equipment is being used correctly and efficiently by associates, checking with kitchen teams if</p>	<p>Kitchen equipment and operating instructions</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
of kitchen equipment	<p>correctly in own section of the kitchen</p> <p>Arrange for appropriate maintenance for all equipment available in own section of the kitchen on a regular basis</p> <p>Ensure that appropriate equipment is properly calibrated according to operating instructions in own section of the kitchen</p> <p>Check that associates are using equipment correctly, efficiently and effectively in own section of kitchen</p> <p>Take corrective action where required to improve the safety of work areas</p>	<p>any products or equipment are in need of maintenance or attention, (including faulty equipment, worn fixtures and fittings), taking appropriate actions, advising engineering and/or housekeeping department</p> <p>Maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer's requirements, arranging for maintenance or replacement of equipment, process for reporting any maintenance requirements to the appropriate department, procedure for ensuring that food outlet areas are refurbished at appropriate and agreed intervals</p> <p>Observing and checking the use of equipment by associates, including in line with organisational requirements and manufacturers' guidance, using correct equipment for proper purposes, advising and guiding associates on the use of equipment in different circumstances, arranging appropriate staff training activities to promote efficient usage of equipment and awareness of maintenance requirements</p> <p>Understanding and responding to risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment; HACCP implications</p> <p>Compliance with relevant regulations and standards</p>	<p>Maintenance schedules for kitchen equipment</p> <p>Standard operating procedures for using kitchen equipment</p> <p>Safety equipment</p> <p>Preventive maintenance program</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Maintain and monitor the kitchen cleaning programme</p>	<p>The student will be able to:</p> <p>Ensure that all associates understand their role in undertaking cleaning duties</p> <p>Monitor the number of associates to undertake</p>	<p>Purpose of cleaning programme, including encouraging safe working methods, removing particles of food, reducing the risk of contaminating food, helping to prevent accidents, reducing risks from pests, keeping the food outlet pleasant to work in</p> <p>Functions of the cleaning programme, including working stations that are clean, cleared and sanitized; fixtures that are clean, cleared and well maintained; equipment that is clean and ready to use; routes around kitchen workflow that are clean and cleared</p>	<p>Staff rotas</p> <p>Procedures for carrying out the cleaning programme</p> <p>Instruction manuals for specialist cleaning equipment</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>the cleaning programme effectively</p> <p>Observe and check that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p>Check that there are no hazards present that would affect the cleaning programme</p> <p>Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently</p> <p>Monitor appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards</p>	<p>Managing the cleaning programme, including ensuring that all associates understand their role in undertaking cleaning duties; monitoring the number of associates needed and present to undertake the cleaning programme effectively; checking that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p>Preparing and implementing cleaning schedules, including defining cleaning standards, what items and surfaces are to be cleaner, where they are to be cleaned, who is to carry out the cleaning, how often the cleaning is to be carried out, when the cleaning should be done, the method of cleaning that should be used, how long it should take to clean correctly, what chemicals and equipment should be used, what safety precautions should be taken</p> <p>Assessing and planning rotas to include servicing the cleaning programme, including levels of manpower, ensuring associates are appropriately trained to use specialised cleaning equipment</p> <p>Understanding the range of tools and cleaning materials needed to support the cleaning programme within a work area, ensuring that tools and materials are provided, appropriately serviced and maintained</p> <p>Developing appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards, monitoring completed checklists</p> <p>HACPP and other guidelines for the safe use of cleaning tools and materials, including specialist chef's uniform, appropriate storage of tools and materials, particularly for hazardous chemicals</p> <p>Problems with cleaning, equipment or products, including wrong products or equipment, equipment not working, product not satisfactory</p> <p>Compliance with relevant regulations and standards</p>	<p>Checklists for monitoring the cleaning programme</p> <p>Weekly, fortnightly, monthly, quarterly and annual cleaning schedule</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations

Health and safety in catering and hospitality

The UK's Health and Safety Executive provides information for people working in the catering and hospitality industry on how to comply with health and safety law.

The industry covers people working in commercial kitchens, hotels, restaurants, cafes, fast food outlets, pubs and clubs and those working as contract caterers to other industries.

The main risk areas are caused by slips and trips, contact dermatitis and manual handling accidents.

For more detailed information, please visit <http://www.hse.gov.uk/catering/>

Risk assessment and key risk areas

What you must do

You must manage the health and safety risks in your workplace. To do this you need to think about what, in your business, might cause harm to people and decide whether you are doing enough to prevent that harm. This is known as a risk assessment. Once you have identified the risks, you need to decide how to control them and put the appropriate measures in place.

What you should know

A risk assessment is an important step in protecting your workers and your business, as well as complying with the law. It helps you focus on the risks that really matter in your workplace - the ones with the potential to cause real harm. In many instances, straightforward measures can readily control risks, for example ensuring spillages are cleaned up promptly so people do not slip, or cupboard drawers are kept closed to ensure people do not trip. For most, that means simple, cheap and effective measures to ensure your most valuable asset - your workforce - is protected.

The law does not expect you to eliminate all risk, but you are required to protect people as far as 'reasonably practicable'. More information on risk assessment is available at the HSE's Health and Safety made Simple site. For more detailed information, please visit

<http://www.hse.gov.uk/simple-health-safety/manage.htm>

Example risk assessments for food preparation and service in a small café

Important reminder

This example risk assessment shows the kind of approach a small business might take. It can be used as a guide to think through some of the hazards in your business and the steps you need to take to control the risks. Please note that it is not a generic risk assessment that you can just put your company name on and adopt wholesale without any thought. This would not satisfy the law - and would not be effective in protecting people.

Every business is different - you need to think through the hazards and controls required in your business for yourself.

This example risk assessment applies to food preparation and food service areas (restaurants, cafés, sandwich bars, pubs, takeaways or hotel kitchens).

Setting the scene

The catering manager carried out the risk assessment in this café. The business employs five permanent staff working a variety of shifts to prepare, cook and serve food. A young person under 16 helps on a Saturday to serve food and load and unload the dishwasher. An employment permit for the young person has been obtained from the local authority. One staff member does not speak English well. The business, which is located on the high street, is open from 7.00 am to 5.30 pm.

How was the risk assessment done?

The manager followed the guidance in *Controlling the risks in the workplace* (For more detailed information, please visit <http://www.hse.gov.uk/risk/controlling-risks.htm>).

To identify the hazards, the manager:

- looked at the guidance on HSE's web pages for catering and hospitality and the employment of young people (For more detailed information, please visit <http://www.hse.gov.uk/youngpeople/index.htm>);
- walked around the kitchen, the stockroom and all other areas, noting things that might pose a risk and taking HSE's guidance into consideration;
- talked to staff to learn from their knowledge and experience, and to listen to their concerns and opinions. He paid particular attention to the requirements for ensuring the young person's safety;
- looked at the accident book, to understand what particular risks previously resulted in incidents.

The manager wrote down who could be harmed and how.

The manager then wrote down what controls, if any, were in place to eliminate or reduce the likelihood of somebody being hurt. He compared these controls to the good practice in HSE's guidance. Where he did not consider the existing controls to be good enough, he wrote down what else needed to be done.

The manager put in place the actions the risk assessment identified as necessary. He discussed the findings with staff, pinned it up in a prominent place so that all staff could see it and made it part of the induction process for new staff. He told the young person's guardians about the findings of the risk assessment and how risk to that young person will be controlled. And he made sure that the worker, who had difficulty understanding English, had the safety arrangements explained to her in a language she understood.

The manager decided to review the risk assessment every year, or straightaway if major changes in the workplace happened. To get a better understanding of the risks, the manager also asked staff to report any accident, however minor.

For more detailed information, please visit <http://www.hse.gov.uk/risk/casestudies/foodprep.htm>

Pest control

Rodents, insects and birds are commonly considered food pests. The food industry has a legal duty to keep their premises free of these pests, principally because they carry bacteria that can contaminate food.

It is vital for all food businesses to take steps to prevent pest problems. It is also just as important to have monitoring procedures in place detailing what to do if pests do gain access to the premises.

Windows

Windows are one of the most common ways that pests, particularly insects, can gain access to a property.

The regulations state that:

- Windows which can be opened to the outside environment must, where necessary, be fitted with insect proof screens which can be easily removed for cleaning
- Where open windows would result in contamination of food stuffs, windows must remain closed and fixed during production
- Windows must be screened if they open directly into food preparation areas, especially if they are open for ventilation
- Build up of dirt on insect proof screens may present a risk of food contamination. The screens must be easily removable for cleaning.

Mobile and temporary premises

Mobile and temporary premises must be kept in a good state of repair to avoid the risk of contaminating food stuffs and harbouring pests.

Waste and refuse

Food businesses must make adequate provisions for the removal and storage of food waste and other refuse. In particular, refuse stores must guard against access by pests and contamination of non-waste food. Storing refuse in a cupboard area sealed against pest access can do this.

Raw materials

Catering businesses should not accept raw materials and ingredients if they are known or suspected to be contaminated with parasites, bacteria or foreign substances which would make the food unfit for human consumption. In order to comply with this provision, food businesses are encouraged to make routine checks on deliveries of food.

Types of pests

Rodents

Rats and mice are the most common form of rodent. They carry bacteria and will readily feed on food intended for human consumption.

The house mouse is the most common rodent pest in Britain. The main problem is the frequency with which it breeds. Providing a food source is available, the female mouse will produce litters of up to sixteen young every three weeks.

Mortality rates run high but there is still the potential for premises to get a serious infestation of mice in a matter of weeks.

Incoming goods need to be constantly inspected as mice can often be found to have made nests in the packaging. Rodents can squeeze into gaps as small as 1cm so any gaps in the outer walls of the property can let them in. It is essential, therefore, that all food businesses have high

standards of maintenance to prevent the entry of rodents, and also to restrict their movements within the building by protecting pipes and wall cavities.

An infestation of rodents can be tackled using various treatments such as traps and poisons. However, treatments should only be carried out by trained pest control technicians due to the high level of volatility and danger involved.

The importance of prevention rather than cure cannot be overemphasised. Simple measures like preventing the accumulation of waste, sealing gaps in the outer fabric of the building, installing wire meshes over openings and sealing gaps under doors will be the most effective at preventing rodents getting in.

Insects

Flies and wasps

A variety of insects are considered to be food pests, but flies are the worst. They carry bacteria and contaminate food by landing on food and food surfaces and transferring bacteria from their legs and body.

Flies live, eat and breed on faeces. Drains, gulleys and refuse areas need to be regularly cleaned with high pressure hoses. Insect screens over windows and doors can be highly effective as can ultraviolet electrocution units which lure the flying insects towards a high voltage electric grid, but care must be taken to ensure that their eggs and dead bodies do not fall onto any food.

Wasps are a nuisance as they can worry employees as well as carry bacteria. If a wasp nest is located, the local environmental health department should be notified and they will send out a professional exterminator. A single nest can house up to 30,000 wasps.

Cockroaches

Cockroaches also carry a variety of bacteria and easily contaminate food with their faeces and dead bodies. Food businesses often use sticky traps to detect early signs of infestation.

Cockroaches are nocturnal insects, preferring dark and warm crevices. The traps should be left overnight in places where cockroaches may walk over the surface. They have voracious appetites and will be attracted to any organic material. They carry not only bacteria, but also viruses, protozoa and fungi and have been implicated in a wide range of diseases that can be transmitted to man.

The problem is that as cockroaches can squeeze through the smallest of gaps, it can be immensely difficult to protect against entry by these pests. They are very difficult to eradicate and professional treatment will almost certainly be required.

Birds

Birds do not necessarily carry pathogens, but they can carry salmonella and campylobacteria. Birds have excellent memory capabilities and once they have located a useful food source, will return frequently and may even seek nesting nearby.

Food businesses should ensure that they take extensive precautions to prevent entry by birds as it is expensive and difficult to remove them once they are inside the building. Exceptional cleanliness and hygiene will ensure that premises are not attractive to them in the first place. Control measures must conform to the Wildlife and Countryside Act 1981 which protects species and only allows humane methods of removal to be used.

For more detailed information, please visit <https://www.thecaterer.com/articles/68044/pest-control>

Fire safety

FIRE SAFETY RISK ASSESSMENT

► Follow the 5 key steps ► Fill in the checklist ► Assess your fire risk and plan fire safety

1 Fire hazards

Fire starts when heat (source of ignition) comes into contact with fuel (anything that burns), and oxygen (air).

You need to keep sources of ignition and fuel apart.

How could a fire start?

Think about heaters, lighting, naked flames, electrical equipment, hot processes such as welding or grinding, cigarettes, matches and anything else that gets very hot or causes sparks.

What could burn?

Packaging, rubbish and furniture could all burn, just like the more obvious fuels such as petrol, paint, varnish and white spirit. Also think about wood, paper, plastic, rubber and foam. Do the walls or ceilings have hardboard, chipboard, or polystyrene? Check outside, too.

Have you found anything that could start a fire?

Make a note of it.

Have you found anything that could burn?

Make a note of it.

2 People at risk

People at risk

Everyone is at risk if there is a fire. Think whether the risk is greater for some because of when or where they work, such as night staff, or because they're not familiar with the premises, such as visitors or customers. Children, the elderly or disabled people are especially vulnerable.

Have you identified?

- Who could be at risk?
- Who could be especially at risk?

Make a note of what you have found.

3 Evaluate, and act

Evaluate

First, think about what you have found in steps 1 and 2: what are the risks of a fire starting, and what are the risks to people in the building and nearby?

Remove and reduce risk

How can you avoid accidental fires? Could a source of heat or sparks fall, be knocked or pushed into something that would burn? Could that happen the other way round?

Protect

Take action to protect your premises and people from fire.

- Have you assessed the risks of fire in your workplace?
- Have you assessed the risk to staff and visitors?

Have you kept any source of fuel and heat/sparks apart?

If someone wanted to start a fire deliberately, is there anything around they could use?

- Have you removed or secured any fuel an arsonist could use?
- Have you protected your premises from accidental fire or arson?

How can you make sure everyone is safe in case of fire?

- Will you know there is a fire?
- Do you have a plan to warn others?
- Who will make sure everyone gets out?
- Who will call the fire service?
- Could you put out a small fire quickly and stop it spreading?

How will everyone escape?

- Have you planned escape routes?
- Have you made sure people will be able to safely find their way out, even at night if necessary?
- Does all your safety equipment work?
- Will people know what to do and how to use equipment?

Make a note of what you have found.

4 Record, plan and train

Record

Keep a record of any fire hazards and what you have done to reduce or remove them. If your premises are small, a record is a good idea. If you have five or more staff or have a licence then you must keep a record of what you have found and what you have done.

Plan

You must have a clear plan of how to prevent fire and how you will keep people safe in case of fire. If you share a building with others, you need to coordinate your plan with them.

Train

You need to make sure your staff know what to do in case of fire, and if necessary, are trained for their roles.

Have you made a record of what you have found, and action you have taken?

- Have you planned what everyone will do if there is a fire?
- Have you discussed the plan with all staff?

Have you?

- Informed and trained people (practised a fire drill and recorded how it went)?
- Nominated staff to put in place your fire prevention measures, and trained them?
- Made sure everyone can fulfil their role?
- Informed temporary staff?
- Consulted others who share a building with you, and included them in your plan?

5 Review

Keep your risk assessment under regular review. Over time, the risks may change.

If you identify significant changes in risk or make any significant changes to your plan, you must tell others who share the premises and where appropriate re-train staff.

Have you?

- Made any changes to the building inside or out?
- Had a fire or near miss?
- Changed work practices?
- Begun to store chemicals or dangerous substances?
- Significantly changed your stock, or stock levels?
- Have you planned your next fire drill?

Completed the checklist? Do you need more information?

The checklist above can help you with the Fire Risk Assessment but you may need additional information especially if you have large or complex premises.

We have produced a series of guides for different business sectors. These guides will give you more information about how to carry out a Fire Risk Assessment, with specific advice for your type of premises. These guides are free to download at www.communities.gov.uk/fire

Product code 06LGF03885P

For more detailed information, please visit <https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-risk-assessments>

Maintaining and monitoring the kitchen cleaning programme

One of the biggest challenges of running a busy restaurant is keeping the kitchen clean. With a multitude of activities happening all the time, regular cleaning can seem overwhelming if you don't have a system in place.

To help maintain a hygienic commercial kitchen, develop a handy list that outlines how to keep your restaurant kitchen spic and span. Some jobs should be done several times a day, while others need to only be done weekly or monthly. Regular cleaning of your regular kitchen is essential for food safety and can help reduce food waste, lowering overall menu costs.

Items to Clean Each Cooking Shift

These actions are commonplace for cooks to do, and they will have already subconsciously worked into their schedule how to get it done in a timely manner.

- Brush grill between cooking red meat, poultry and fish
- Wipe down the line and prep areas
- Switch cutting boards
- Change sanitizing water and cleaning rags
- Empty trash bins

After Each Shift

Breakfast, lunch, and dinner shifts should share responsibility in keeping the kitchen smart. Charting a specific time each day for these items to be dealt with ensures there is no gap in cleanliness.

- Clean the fryers
- Brush the grill
- Empty sanitizing buckets
- Put all cleaning rags in dirty laundry
- Put all aprons and chefs coats in laundry (not with cleaning rags)
- Wash and sanitize all surfaces (cutting boards, reach-in, line, prep tables)
- Empty steam table and clean
- Wash meat and cheese slicer after each use
- Cover all bins in reach-in cooler with plastic wrap
- Wash floor mats
- Sweep and mop the kitchen floor
- Sweep walk-in refrigerator

Daily Tasks

To save money and time, some restaurants will hire a cleaner who comes at night, someone called a "night porter," who makes sure the kitchen is up to cleaning standards for the next day of service.

- Clean out grease traps
- Change foil linings of grill, range, and flattops
- Wash the can opener
- Run hood filters through the dishwasher

Weekly

Each of these duties can be rotated throughout the week so that every shift gets an equitable amount of side work.

- Empty reach-in coolers and wash and sanitize them
- Delime sinks and faucets
- Clean coffee machine
- Clean the ovens. Be sure to follow the manufacturer's instruction on this particular job.
- Sharpen knives (okay, not cleaning, per se, but needs to be done)
- Oil cast iron cookware
- Use drain cleaners on floor drains

Monthly

As with the weekly cleaning list, these monthly jobs should be scheduled throughout the month, on different shifts, so that staff shares the burden of side work.

- Wash behind the hotline (oven, stove, fryers) to cut down on grease build up, which is a major fire hazard
- Clean freezers
- Empty and sanitize the ice machine
- Calibrate ovens
- Calibrate thermometers
- Sharpen the meat and cheese slicer
- Wash walls and ceilings
- Wipe down the dry storage area
- Change any pest traps
- Restock your first aid kit
- Update your material safety data sheets, which outline how to safely use any chemicals in your restaurant.

Annually

There are also several important things to do each year, to make sure your kitchen is clean and safe. Most require the help of a professional. It's good to schedule them during slow seasons, or just before your busy season starts up. That way, if there are any issues or repairs needed, you won't lose too much business, if any.

- Check fire suppression system
- Check the fire extinguishers (this may need to be done twice a year, depending on where you live)
- Clean the hoods twice a year. Use a professional company that specializes in hood cleaning rather than doing the job yourself (very messy and time-consuming).
- Clean the pilot lights on any gas kitchen equipment (Be sure to follow the manufacturer's instruction).

Implementing each of these schedules will help your kitchen be safe for employees and customers. It will prevent possible food contamination and help reduce food spoilage and waste, keeping profits high and staff happy.

For more detailed information, please visit <https://www.thebalancesmb.com/restaurant-kitchen-cleaning-list-2888798>

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Module-8

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 8: Monitoring and controlling kitchen costs and waste

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring and controlling cost and waste

Duration 30 hours **Theory:** 06 hours **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Check that food items are stored correctly	<p>The student will be able to:</p> <p>Ensure associates understand the correct temperatures, locations and procedures for storing raw and cooked foods</p> <p>Ensure associates understand the procedures for avoiding the risk of cross-contamination</p> <p>Observe and check that all food items are stored in the correct locations and at the correct temperature</p> <p>Observe and check that all items stored in walk-in chillers/freezers are tagged in line with organisational requirements</p> <p>Observe and check that all walk-in chillers/freezers are kept neat and clean</p> <p>Monitor the storage of raw and cooked foods in line</p>	<p>Observing and checking that associates store food correctly and at the correct temperature, including preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintaining temperature from 3 to 5 degrees), freezer (maintaining temperature from -18 to -20 degrees)</p> <p>Monitoring the processes for preparing food for storage, including tagging and logging food for storage, following organisational procedures, completing all required documentation</p> <p>Observing and checking that associates follow organisational processes for preventing cross contamination when preparing food for storage, including direct (foods coming into direct contact with each other), indirect (contact through using the same equipment – knives, chopping boards, bowls, pans etc – for different foods), drip (storing raw foods including meat above cooked foods; and allowing liquids including blood to drip onto foods below)</p> <p>Ensuring associates store food correctly and at the correct temperature, including preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p> <p>The importance of ensuring that all food tagged for storage is properly logged according to organisational requirements</p>	<p>Temperature checking equipment (probes, monitors, sensors)</p> <p>Documentation for checking and recording food storage procedures</p> <p>Appropriate checklists and inventories</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>with correct locations, temperatures and procedures</p> <p>Monitor the completion of appropriate checklists to record the monitoring of food storage</p> <p>Ensure that an appropriate inventory is maintained of foods stored in walk-in chillers/freezers</p>	<p>Procedures for maintaining the cleanliness of walk-in chillers/freezers, ensuring that there are sufficient associates to implement cleaning programme and manage food safety implications</p> <p>The importance of ensuring that different foods are stored in the correct location and at the correct temperature according to organisational requirements; monitoring records to show inventory of foods stored</p>	
<p>LU2:</p> <p>Check that kitchen sections are working to requirements and not overproducing</p>	<p>The student will be able to:</p> <p>Use restaurant bookings, banquet sheets and other sources of information to identify food preparation requirements</p> <p>Monitor the availability of food items within the kitchen</p> <p>Monitor the supply of food items and other products from the stores to support food production in line with requirements</p> <p>Ensure that associates understand the quantity and quality of dishes to be prepared and cooked</p>	<p>Understanding how to manage and control food costs, including making a profit, breaking even, subsidised</p> <p>Calculating costs, including food costs, gross profits, profits as percentages</p> <p>Setting targets, including calculating selling prices needed to achieve target gross profits</p> <p>Using restaurant bookings, banquet sheets and other sources of information in order to identify food preparation requirements</p> <p>Understanding the need to monitor food costs, including sourcing and purchasing good quality food commodities; controlling commodities; accurate weighing, measuring and portion control; preparation, cooking losses and wastage control</p> <p>The importance of monitoring the availability of food items within the kitchen and the supply of food items and other products from the stores in order to support food production in line with requirements</p> <p>Ensuring that associates understand the quantity and quality of dishes to be prepared and cooked, in order to maximise production and control costs</p>	<p>Daily event sheets and reservations information</p> <p>A-la-carte and other menus</p> <p>Copies of requisitions sheets</p> <p>Cost reports</p> <p>Weekly consumption reports</p> <p>Recipe cards</p> <p>Portion and weight control guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that associates follow organisational guidelines on weight and portion control</p> <p>Take necessary steps to address problems with the quantity and quality of dishes prepared and cooked</p>	<p>Ensuring that associates follow organisational guidelines on weight and portion control, in order to achieve appropriate yields and maximise profits</p> <p>The importance of addressing problems with the quantity and quality of dishes prepared and cooked, including good relationships with food service team, meeting guest requirements, enhancing organisation's reputation</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU3: Check that all sections are managing kitchen waste effectively</p>	<p>The student will be able to:</p> <p>Ensure that associates are identifying opportunities for reducing waste</p> <p>Ensure that associates are following organisational policies and procedures for managing and reducing waste</p> <p>Ensure that associates are disposing of waste in line with organisational procedures</p>	<p>Types of waste material generated in the work area, including food, cooking oils, recyclable waste (card, packaging)</p> <p>Principles of waste management, including meeting food hygiene regulatory requirements, to prevent contamination of preparation and cooking areas, to avoid pest infestation, to reduce accidents and fire risks</p> <p>Monitoring provision and management of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins</p> <p>Recognising opportunities for waste reduction, reuse and recycling targets to comply with legal and/or organisational requirements, including over-ordering, poor preparation and cooking, poor menu management</p> <p>Establishing current levels of waste within the organisation, including monitoring and recording waste, monitoring returns from guests in food outlets, monitoring returns to stores</p> <p>Assessing the effectiveness of waste management systems, including economic benefits, complying with organisational requirements, improved operations and image, selecting appropriate methods to evaluate the impact of waste reduction measures</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste</p> <p>Standard operating procedures for handling waste</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>Opportunities for avoiding and reducing waste, including through design, reuse and recycling, managing potential barriers that may limit waste avoidance and reduction,</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU4: Ensure that kitchen waste products are disposed of following correct procedures</p>	<p>The student will be able to:</p> <p>Monitor that every section is producing waste as minimum as possible</p> <p>Observe and check that waste is segregated at production level, including wet waste, dry waste</p> <p>Ensure that every section is disposing of waste in line with organisational guidelines and health, safety and hygiene regulations</p> <p>Guide team on different preparation and cooking methods to avoid excessive waste</p>	<p>Principles of waste management, including meeting food hygiene regulations, preventing contamination of service areas, avoiding pest infestation, reducing accidents and fire risks</p> <p>Types and causes of waste, including wet and dry, caused by natural usage, poor management of perishable food items, overcooking or burning food items and dishes, poor or incorrect use of cleaning materials, damage caused to tools and equipment by incorrect use</p> <p>Supervising clearance of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins</p> <p>Managing waste, including ensuring that associates identify opportunities for reducing and disposal of waste, follow organisational policies and procedures</p> <p>Managing opportunities for waste reduction, reuse and recycling targets, including complying with legal and/or organisational requirements</p> <p>Establishing and monitoring current levels of waste for activities undertaken by the organisation, including assessing and recording levels of waste, by observation, questioning, assessing productivity and output, yield data</p> <p>Compliance with relevant regulations and standards</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of wet and dry waste, including colour coded waste drums, environmentally friendly waste bags, waste disposal units</p> <p>Waste carry trolleys</p> <p>Wet and dry waste room inspection checklist</p> <p>Standard operating procedures for waste disposal</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations

Temperature control: hot food

What is temperature control?

Temperature control is the term used for making sure food is kept at a temperature that will keep it safe and limit the growth of food poisoning bacteria. The safety of food is preserved by good temperature control. For hot food the important temperatures are those achieved when processing, cooking and keeping food hot before and during service.

When food is cooked, food poisoning bacteria are reduced to a safe level. Storing hot food is referred to as 'hot holding'.

What happens if food temperature is not controlled?

Certain micro-organisms (called pathogens) can contaminate food, grow in it and then, if eaten, make you ill. These organisms multiply to high levels in a warm environment. You cannot see them or know they are there - food will look, smell and taste completely normal. Symptoms of food poisoning appear later if the food was contaminated and unsafe.

'High risk' is the term used for food that is most likely to cause food poisoning, such as any food that is ready to eat (including cooked rice, cooked meats, shellfish and dairy products such as milk and cream).

These foods should always be kept either below 5°C or above 63°C. Between these two temperatures is the area known as the danger zone - the temperature range within which bacteria grow most quickly. Temperature above or below these limits gives the bacteria as little chance as possible to multiply. The average room temperature is approximately 21°C - an ideal temperature for bacteria to grow.

We can eat pathogens and our body can deal with them - but only up to a certain level. Taking in too many organisms is known as taking an 'infective dose', and this will make you ill. Controlling the growth of bacteria to make sure levels always stay below the infective dose level is the method used to keep food safe.

What do I need to do?

THINK ABOUT THE MENU AND THE FOOD YOU USE AND HOW YOU PROCESS IT

Identify dishes and products that are high risk. It is important that all food handlers are trained to identify high-risk food and how to process it safely. One of the main causes of food poisoning is not cooking things properly.

MAKE SURE YOU HAVE THE RIGHT EQUIPMENT FOR THE JOB

You should have enough room in your oven and on top of the stove for the amount of food that you cook and process. You will also need suitable equipment to keep food hot if you are not going to use it immediately.

Make sure that anyone preparing and cooking food knows how to use this equipment, and that they are familiar with recipe or product cooking times and temperatures.

USE A PROBE THERMOMETER

It is good practice to use a probe thermometer to check that food is properly cooked. Probe thermometers are designed to take the 'core' temperature of the food. This means measuring the temperature at the thickest part of the food - normally the middle. The thickest part will always be the last area to experience temperature change, so the correct reading here shows that the food will have reached the right temperature throughout.

When you are cooking food, you must make sure it reaches a minimum core temperature of 70°C for two minutes (or an immediate reading of 75°C). The food can certainly be hotter than this, but the quality of some food may suffer if it is overcooked or heated.

It is important to periodically check that the probe is working properly - it must be accurate. You check this by putting the probe into a mixture of cold water and ice. It must read between -1°C and +1°C. Then put it into boiling water where it must read between +99°C and +101°C. Any reading beyond these temperatures shows that the probe is not accurate and it must be correctly adjusted or replaced.

REHEATING FOOD THAT HAS BEEN COOKED

The same rule applies to food that is reheated.

If you use a microwave to reheat food, make sure there are no cold spots. Cold spots are areas that receive the lowest thermal energy.

You should thoroughly reheat food to a minimum core temperature of 75°C.

You can only reheat food once and if you do not use it after reheating, you must throw it away. At 63°C bacteria stop growing and above this temperature start to die. At 75°C enough of them have been destroyed to reduce levels to below the threshold that would make you ill, making the food safe to eat.

Not all bacteria may be destroyed by reheating. Some may survive, especially those that are able to form a 'spore' (create a tough outer layer to protect themselves). Spores can survive cooking, which means they may be present in cooked food. If the food temperature falls back into the danger zone, organisms which have survived will start to grow again. To prevent this, you must store hot food above 63°C.

How do I store hot food safely?

There are several ways of storing hot food - you can use whichever method suits your business and the food product. For example, you could use:

- traditional equipment such as an oven or the top of the stove
- a bain-marie
- a heated trolley or hot cupboard

Using the oven or the top of the stove will keep food hot but there is a risk the food will dry out and its quality spoil.

A bain-marie provides a layer of heat around the food, while not leaving heat in direct contact with food. A very simple form of bain-marie is to put a pan into a tray of very hot (simmering) water on the stove. You can buy a bain-marie as a piece of equipment - this could be a unit designed for kitchen use or a display counter. They can be heated by either electricity or gas (please note: electric models, unlike gas versions, use dry heat and must not be filled with water).

Whichever method you choose, you must not use hot-holding equipment to heat food. You must heat the food quickly and thoroughly to a minimum core temperature of 75°C using cooking equipment, and then transfer it to the hot-holding unit.

How do I cool food safely?

If you are going to cool cooked food, either to use as a cold dish or to reheat, you must do this as quickly as possible. Do not cool hot food by putting it into a fridge or freezer - this warms the fridge or freezer and puts the entire contents at risk. Cool it by:

- leaving it in a cool place
- taking it out of the original cooking container
- using a fan to circulate cool air
- cooling foods like rice and pasta by running them under the cold tap
- putting the container in cold water
- breaking down the food into smaller quantities, which will cool much quicker than large amounts

You should never leave high-risk food to cool for longer than 90 minutes before storing it in the fridge. Read our 'Temperature control: cold food' leaflet for more information.

You can leave low-risk food to cool and then store it appropriately. It is not as important to cool low-risk food so quickly.

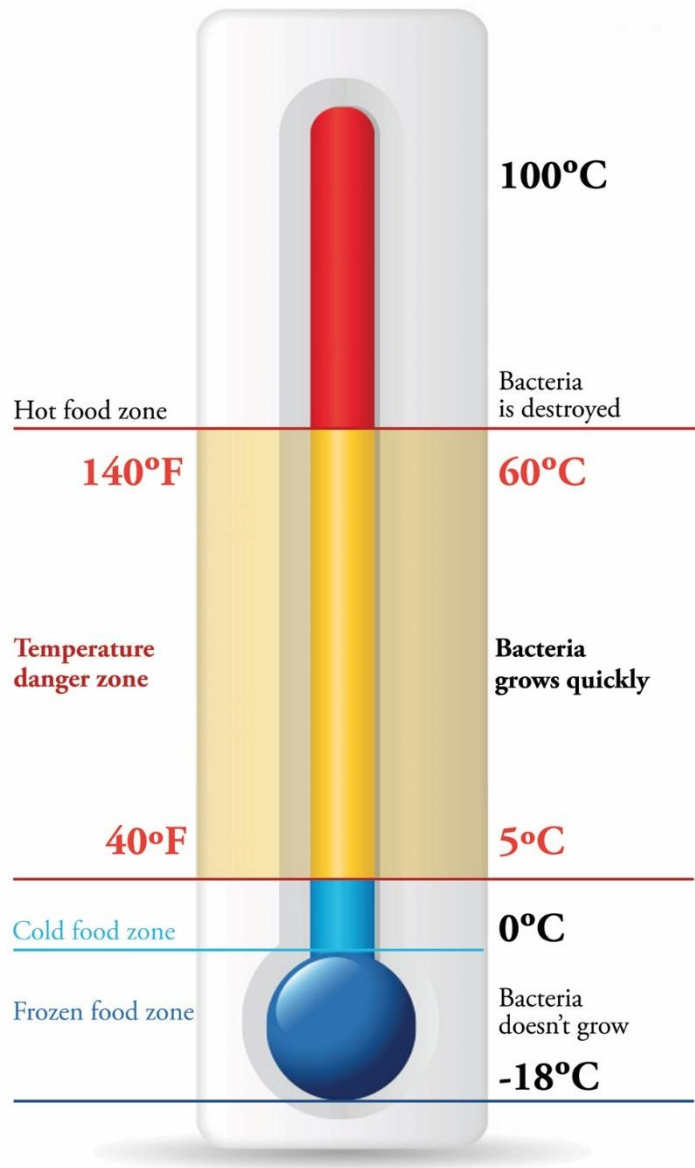
Some food can be cooked and rather than kept hot, served as it is cooling.

You should only keep hot food out of temperature control for two hours at the most. You can only reuse this food if, after two hours, you return it immediately to at least 75°C (for example, by reheating it quickly). You must keep the food above 63°C from that point as hot food can only be kept out of temperature control once. Depending on the type and quality of the food and what you are going to use it for, it may be better to throw it away.

A quick reminder

Remember, it is a criminal offence to use food that is not fit for people to eat. By using spoiled, out-of-date or unsafe food, you are risking your customers' health and your reputation. If in doubt, throw it out.

For more detailed information, please visit <https://www.bromley.gov.uk/leaflet/261478/12/751/d>



Managing kitchen waste

A staggering 3.3 million tonnes of food waste from hotels, restaurants and bars goes into landfill sites every year. *Janet Harmer* looks at how the hospitality industry can reduce that figure in a way that would boost its environmental standing and help the bottom line.

In an ideal world every morsel of food which passes through a professional kitchen would be efficiently turned into a selection of fabulous dishes and devoured by enthusiastic customers. There would be no waste, either in the preparation of the food or as a result of perfectly clean plates returning to the kitchen.

But this is not the perfect world, and there will always be a certain element of food waste. No matter how creative a chef may be in turning vegetable peelings into soup or transforming fish offcuts into pâté, items like eggshells, banana skins and tea bags are unlikely to be reused. And when it comes to plate waste, even the best restaurants have a certain amount thrown away, even it is only the odd quail or sea bass bones.

Unfortunately, the vast majority of food waste from the hospitality industry currently goes to landfill sites. A total of 19 million tonnes of food is thrown out with general rubbish in the UK every year, with 3.3 million tonnes of it coming from hotels, restaurants and bars, and probably the same amount being discarded by hospitals, schools and other mass catering outlets.

The environmental implications of all this wasted food are enormous. Wasted food is quite simply a waste of resources – just think about all the energy, water and packaging involved in the production, transportation and storage of getting food to a customer's plate. Then, once the food ends up in landfill sites, rather than harmlessly decomposing, it rots and releases methane, a harmful greenhouse gas.

About 20% of the country's climate-change emissions are related to the production and transportation of food, yet one-third of all food is being thrown away. If food waste was eliminated, it would be the same as taking one in five cars off the UK roads.

Reducing food waste sent to landfill also makes economic sense. With the cost of landfill tax for each tonne of waste doubling from £24 earlier this year to £48 by 2010, businesses cannot afford to ignore the environmentally friendly option.

“Minimising and recycling food waste must be an increasing priority for the UK,” says Dr Richard Swannell, director of retail and organics programmes at the Waste & Resources Action Programme (WRAP). “Through anaerobic digestion technologies, food waste from the hospitality and catering industry can be diverted from landfill and recycled into products which can be used as a valuable fertilisers. This can reduce business costs and lower harmful greenhouse gas emissions.”

What, therefore, is the hospitality industry currently doing to cut back and recycle its food waste? The answer is that although efficient operators have long been on the ball when it comes to reducing food waste, many businesses are only now looking at recycling.

“We have spent the past three years getting our house in order to reduce our impact on the environment,” says William Baxter, deputy chief executive of BaxterStorey. “Knowing how to deal with food waste has been a major challenge, but we are now in a position to introduce a major programme of food recycling to around half of our 500 sites over the next 12 months.”

BaxterStorey has, for some time now, been vigilant in recycling paper, tin and glass. Recycling food, though, is not quite so straightforward. There are a number of different options for its disposal, depending on location, time and finances.

First, work out the extent of the problem. Caterers should start by assessing exactly how much food waste is taking place – both in preparation and in the amount returning to the kitchen from the customer – and monitor this over a period of time. Then, they need to take steps to minimise the waste (see panel, page 36) by targeting areas for improvement.

“The best way of dealing with food waste is to reduce it as much as possible,” says Clare Campbell, food and drink specialist at Envirowise, which offers Government-funded free advice to businesses on how to minimise their environmental impact and, at the same time, increase profitability.

“Look at where the waste is taking place, and if, for instance, large quantities of lettuce are being thrown out on a regular basis, find out why this is happening. It may be because the lettuce is going rotten before it can be used because the quantities ordered are too large, or the lettuce has travelled too far. The answer is to cut back on the amount of lettuce you buy – or order from a more local supplier.”

Attention should be turned towards the environmental disposal of the remaining waste, by composting in the traditional manner, by leasing or purchasing a composting machine that accelerates the traditional composting time, or by signing up to a company that will remove the waste for you and take it away to be turned into renewable energy or fertilizer.

Compact bins

Traditional or accelerated composting tends to be found at hotels or restaurants that have space on their land to house the bins (see case studies, page 33 and below), although Accelerated Compost manufactures compact bins which are in use in urban areas.

Caterers who would prefer to have their food waste collected should first contact their local authority to see if they are prepared to collect commercial food waste, but there are only a few councils across the UK that are currently doing so. One such council is in Cardiff, where Le Gallois, a 60-seat restaurant, is one of a number of eateries to sign up to the food collection scheme.

“We were eager to take part, and since doing so three months ago we have reduced our landfill waste by 80%,” says head chef Grady Atkins.

Elsewhere, caterers should search the internet for food recycling schemes, which are increasingly being set up around the country. In Yorkshire, for instance, the National Industrial Symbiosis Programme is currently looking for hotel and conference facilities to trail the Grott Box. Funded by the Department for Environment, Food and Rural Affairs, the programme is seeking to create opportunities from commercial waste. (For details about the Grott Box, a patent-pending compostable caddy that contains all food waste and odours, see Contacts panel below.)

Meanwhile, within the M25, Aardvark Recycling is a social enterprise where all profits are put back into local community projects. All cooked and uncooked food waste is collected in kitchens in 40-litre biodegradable bags, which are then transferred to 120-litre bins in service areas or loading bays.

Processing plant

Aardvark collects the bins between once and three times a week and transports the food waste to its processing plant in south London, where it is composted in Rocket accelerated composters. The resulting compost is redistributed back into the community, to residents, growing groups and green spaces.

“Demand for our service is rapidly growing among independent restaurants, staff restaurants and within hospitality catering, as companies strive to divert more of their waste from landfill and reduce their carbon footprints, as well as for corporate social responsibility purposes,” says Natasha Harris, development manager at Aardvark.

BaxterStorey is believed to be the first major caterer to deal with its food waste on a national level, and has chosen to do so in conjunction with the PDM Group, a food processing manufacturer which also converts food waste into biofuels, used to generate renewable electricity.

“We have been testing the collection of all our food waste – both cooked and uncooked – over the past year in 19 contracts around the UK,” says Baxter. “Its success has meant that we are now extending it to 250 sites and forecast that over the next 12 months we will be recycling 2,000 tonnes of waste food, which will be equivalent to generating enough electricity to power 200 homes.”

The cost of the weekly food collections is £20 per site, which is currently equivalent to the cost of sending waste to landfill. However, with the increase in landfill tax, using the PDM Group for food disposal will be more cost-effective in the long term.

Baxter explains that the company took its first steps toward recycling food waste when it began to collect and package all the ground coffee waste from the seven million cups of coffee it sells every year in biodegradable bags. “These were then made available for our customers to take away with them to use as compost on their gardens,” says Baxter. “By doing so we’ve saved 150 tonnes of coffee grounds from going to landfill.”

“We may one of the first hospitality companies to deal with food waste on a national level, but I would be very surprised if this doesn’t become standard practice everywhere in the near future – so long as the facilities are accessible.”

The Pear Tree at Purton, Wiltshire: Accelerated Composting

As a result of its green credentials – the hotel has won a silver award under the Green Tourism Scheme – the Pear Tree at Purton was selected by Defra to trial the Rocket accelerated composter 18 months ago. The trial proved so successful, with 1.7 tonnes of uncooked vegetable waste now being composted annually and a reduction in the cost of waste being sent to landfill, that the hotel has now installed the machine permanently.

At the same time as it started to compost vegetable peelings, layered with garden waste and shredded newspapers, in the A700 machine from Accelerated Compost, the hotel also began to recycle bottles. As a result of the two initiatives, the hotel now sends three wheelie bins of general waste to landfill at a cost of £2,200 per annum, compared with four wheelie bins, costing £3,300, previously.

The chief benefit of the composter is that it reduces the composting time to just two weeks – compared with the 12 months or so it takes traditionally.

“It is a win-win situation,” says Francis Young, who runs the hotel and 50-seat restaurant with his wife, Anne. “Not only are we saving money by cutting back on the cost of sending waste to landfill and by not having to pay out for compost, but we are also experiencing a huge amount of interest from guests, who want to know about our green policies. We actually get a lot of requests from customers who want to take a look at the composter, which is about the size of a coffin and is positioned at the back of the hotel.”

Young says that the hotel currently composts only uncooked vegetable waste, although the manufacturer of the composter says that all raw and cooked food waste, including meat and fish, can go through the composter. “We are not comfortable with composting meat products, because of the risk of rodents,” says Young.

However, Sam Wareing, of Accelerated Compost, says there is no risk of rodents, as the composters, which can take between 50 and 20,000 litres of waste, are completely enclosed. “The machine speeds up the composting process by mechanically moving the food waste, mixed with garden and wood waste, 24 hours a day, at a constant temperature of 60°C,” he says.

The Rocket accelerated composters range in cost from £8,000 to £40,000, or they can be leased from £160 per month.

The cost of food waste

Let’s say 1kg of ingredients costs £1. If it becomes waste, that’s £1 off the bottom line and 5p on the waste bill. Preventing that food from becoming waste adds £1.05 to profits, or 20 times the cost of disposal – and that’s not counting the cost of handling and preparing the food before it is thrown into the bin.

Source: Envirowise

Strattons Hotel, Swaffham, Norfolk traditional composting

The commitment to reducing food waste at Strattons, a 10-bedroom hotel with 24-seat restaurant, is just one aspect of a wider environmental policy that has resulted in more than 98% of all waste being reused or recycled, with a total financial saving of £10,000 per annum.

Owner and chef Vanessa Scott says that food wastage in most kitchens is down to lazy management. She has succeeded in minimising the food waste at Strattons by cooking food to order and compiling a menu from what she describes as “multifaceted” ingredients.

Scott explains: “We currently have a lunch dish of north Norfolk smoked haddock, which we serve with leeks, potatoes and a hollandaise sauce. The fish trimmings are then used to make kedgeree and fishcakes.”

For the past 18 years Scott and her husband, Les, have composted all organic food waste – such as vegetable peelings, coffee grounds and tea bags – on the hotel’s vegetable patch at the back of the 300-year-old building.

“We operate a simple system in which we have three huge composting bins into which we put food waste, layered with grass cuttings and manure. Each compost is turned over every three months and is then dug back into the garden after 9-12 months.

“The process is probably slowed down by the fact that we add oranges to the compost – the high acidity of the fruit tends to delay the process – but with the added manure the system works well for us.”

With Strattons producing up to 100kg of organic waste from the kitchen per week, accounting for about 37% of the hotel’s total waste, traditional composting is a cheap and efficient means of dealing with the hotel’s food waste. “Not only does it not cost us anything,” says Scott, “but we also make savings on not having to buy compost for the garden, where we grow organic vegetables, salad leaves, herbs and fruits such as nectarines, peaches, Victoria plums, cherries, figs and grapes.”

Smiths of Smithfield, London collection and recycling of food waste

Since Smiths of Smithfield, introduced food recycling in March – to add to its recycling of glass, paper, cardboard and plastic – John Torode’s four-restaurant operation with a total of 430 seats in the City of London has been able to recycle 85% of its waste.

All raw and cooked food waste, except for large meat bones, is collected in the kitchen in starch bags, which are then transferred to 220-litre bins. Five of the bins are collected daily by Cawleys, a waste-management and recycling company, and transferred to an anaerobic digestion plant operated by Biogen, where it is converted into electricity for the national grid and a liquid fertiliser.

While the collection of the food waste is currently twice the price of general waste collections, it is likely the differential will decrease as the landfill tax rises.

Restaurant manager Joe Nixon describes the system as clean, efficient and easy to operate.

“In today’s increasingly environmentally conscious society it is important that restaurants acknowledge their responsibility to identify alternatives to landfill and demonstrate to customers that they, too, are recycling,” he says. “The restaurant industry is often viewed as an all-consuming industry. At Smiths we want to move away from this image and make sure all aspects of the business look and feel good, including the waste-disposal methods.”

How to minimise food waste

- Calculating the cost of your food waste is the best means of spurring yourself into action. Envirowise suggest you do this by assessing the average cost of food ingredients from a sample of invoices. Monitor food waste over a period of time by multiplying the number of bins you send to landfill by the weight per bin. Then, multiply the cost per kg of the waste collection by the actual weight to arrive at the cost of your food waste.
- Ensure accurate ordering and stock rotation in order to avoid ingredients going out of date.
- Order on a daily basis, if possible, in order to meet the demands of your business better.
- If there is a cancellation in bookings, freeze any food that has not previously been frozen.
- Be creative with vegetable trimmings to make tasty soups, such as pea pod soup.
- Turn uneaten toast from breakfast into breadcrumbs for fishcakes, and stale brioche into bread and butter puddings.
- Write menus with a consideration for the use of offcuts. For example, chicken trimmings can be turned into pâtés and terrines.
- Turn any glut of home-grown produce into chutneys, pickles and jams.
- Dehydrate unused fruit and vegetables to create intensely flavoured powders. Season a sauce with a mushroom powder made by drying out fungi in a low oven and whizzing in a processor, or sprinkle a similarly made raspberry powder over sorbets and ice-creams.

New disposal guide *A new guide on the cost savings and other benefits* available to caterers by adopting best practice in managing the disposal of fat, oils and grease has been published by Envirowise. The guide can be downloaded free from the Envirowise website.

Contacts

- Envirowise 0800 585794 www.envirowise.gov.uk
- WRAP 0808 100 2040 www.wrap.org.uk
- Accelerated Compost 01625 66679 www.quickcompost.co.uk
- National Industrial Symbiosis Programme www.nisp.org.uk

- DEFRA 0845 933 5577 www.defra.gov.uk
- Aardvark Recycling 0845 337 2939 www.aardvarkrecycling.org.uk
- PDM Group 024 7639 7571 www.pdm-group.co.uk
- Cawleys 0845 260 2000 www.cawleys.co.uk

For more detailed information, please visit <https://www.thecaterer.com/articles/323901/how-to-reduce-your-food-waste#!>

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Module-9

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 9: Monitoring delivery of food production into service areas

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of monitoring delivery of food production into service areas

Duration 40 hours **Theory:** 08 hours **Practical:** 32 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Check that food has been presented as intended</p>	<p>The student will be able to: Ensure that the final presentation of dishes is in line with organisational requirements and guest needs Identify and rectify any gaps in presentation and delivery of dishes Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (eg cold kitchen, hot kitchen, bakery kitchen) Ensure consistent inspection of food preparation, cooking and presentation</p>	<p>Operational knowledge and understanding of entire kitchen operation and service procedure The importance of following current culinary trends and methods, including technological advances, reliance on pre-prepared foods to cut on-site costs, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage The importance of final presentation of dishes being in line with organisational requirements and guest needs, including meeting guest requirements and expectations, meeting organisational standards, identifying and rectifying any gaps in presentation and delivery of dishes The importance of consistent inspection of food preparation, cooking and presentation, in order to manage professional and organisational standards, identify the need for additional or remedial training Establishing and monitoring processes to check that food presented for service is of the type, quality and quantity required by the guest The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements Compliance with relevant regulations and standards</p>	<p>Inspection checklist for food production areas Inspection checklist for live buffet Daily event sheets A la carte and other menus Daily requisitions Safety equipment Recipe cards HACCP standards Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU2: Check quantities of food are as</p>	<p>The student will be able to: Identify the daily food preparation requirements</p>	<p>The importance of checking the quantities and portions of dishes in line with organisational requirements and guest needs, including the impact on costs, guest perceptions, identifying and rectifying any</p>	<p>Daily events sheet Daily requisition for issuance according to events in hand</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
required and intended	<p>Ensure that food is produced as per recipes and according to organisational portion controls</p> <p>Check that food presented for service is of the type, quality and quantity required by the guest</p> <p>Ensure that each section is minimising waste in line with organisational requirements</p>	<p>gaps in quantities of dishes produced, including cooking extra dishes when required, keeping guests informed of any delays</p> <p>The importance of ensuring that food is produced as per recipes and according to organisational portion controls (including set weight per person, number of portions per dish) and what these controls are, including set weight per person, number of portions per dish</p> <p>Checking that food presented for service is of the type and quantity required by the guest, including by observation, checking food order checks</p> <p>Compliance with relevant regulations and standards</p>	<p>Portion control guidelines</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Check that food is served at correct temperature</p>	<p>The student will be able to:</p> <p>Ensure that associates understand the correct temperature for the service of different dishes</p> <p>Monitor that dishes are presented and maintained at the appropriate temperature</p> <p>Ensure that all food storage areas are maintained at the required temperature</p> <p>Ensure that food transportation equipment is maintained at the correct temperature</p>	<p>Operational management systems including effective implementation of HACCP standards</p> <p>Principles of holding and serving hot food, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p> <p>Ways to check that food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys)</p> <p>The importance of understanding and monitoring the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment at the required temperature, including warmers, servicing trolleys</p> <p>Identifying problems with temperature of food, including faulty equipment, poor service delivery, lack of training</p>	<p>Food temperature guidelines</p> <p>Checklist of food temperatures</p> <p>HACCP standards</p> <p>Hotplates, warmers, servicing trolleys</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Identify and resolve any problems in temperature maintenance	<p>Rectifying problems with temperature of food, including reheating where appropriate, disposing of food and re-cooking dish where appropriate, monitoring issues relating to potential food safety and food poisoning due to poor temperature controls</p> <p>The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements</p> <p>Compliance with relevant regulations and standards</p>	

Examples and illustrations

VIDEOS

	<p>30 IDEAS ON HOW TO PLATE FOOD https://www.youtube.com/watch?v=kcbRpLX-mqs</p>
	<p>Food plating techniques https://www.youtube.com/watch?v=7XJw2b5qwAs</p>

Portion control

The most difficult task in catering for an event is learning how to calculate food portions for the number of guests and type of event you have. You don't want people to go home hungry, but equally you don't want to have too many leftovers, which is a waste of both money and time. How many bread rolls does each person need? What about appetisers? Desserts? Sides? Should you do some of all, and, if so, how much? SHOES FOR CREWS (Europe) Ltd. has come up with a budget guide, covering the most common catering situations.

Here's a quick guide on how to calculate food portions for catering.

Food Platters

When making food platters with small bites of a food, for general and fast calculation do the following:

Guests: ___ number of guests

End Result: ___ light snack (3 bites); ___ bridge the gap (6 bites); ___ full meal (10-12 bites)

Calculation: Guests X Bites = Total Bites

How Many Platters?: ___ Total Bites ÷ Bites per platter (example: 15) = Number of Platters

Example:

100 guests x Full Meal (10-12) = 1200 ÷ 15 = 80 platters

100 guests x Bridge the Gap (6) = 600 ÷ 15 = 40 platters

100 guests x Light Snack (3) = 300 ÷ 15 = 20 platters

So, for an event of 100 guests, you'll need 80 platters to feed the guests at "full meal" capacity. You may feel the need to order 1-2 more than your calculation, but keep in mind that different guests have different levels of appetite. It's best not to have too many leftovers since any extra time making extra bites costs your staff time, and costs you money in wasted ingredients.

Expert Tip:

Make sure everyone on your staff knows what's in the foods and what you have on offer. A guest may have allergies (such as a dairy allergy) or a preference (such as an aversion to mayonnaise), and you'll want your staff to be able to point the guest in the direction of options he or she can eat. Make sure you do provide dairy free and nut free options for those with allergies and aversions as well as vegan and vegetarian options.

Platter Variety

There are a range of different platters you can prepare as long as you calculate the portions correctly. Try and provide variety for your guests so something will appeal to everyone. Here are some platter suggestions and what to include:

- Fruit Platters: melon, pineapple, grapes, berries, seasonal fruit.
- Meat and Cheese Platters: deli sliced beef, turkey, ham, other sliced meats optional; cheddar, swiss, or other sliced, regional cheeses; with salad vegetables: romaine lettuce, tomatoes, red onion, cucumber, and sprouts (cress); serve with mayo, mustard, and mini rolls.
- Veggie Platter: carrots, grape tomatoes, cucumbers, squash, broccoli, cauliflower, bell peppers, celery, snow peas (sugar snaps), radishes, asparagus; serve with different dipping sauces.
- Dips Platter: bruschetta topping, cheese dip, spinach-artichoke dip; serve with crostini and crackers for dipping.
- Cheese and Crackers Platter: Serve assorted cheeses with crackers, digestive biscuits, chutneys, and fruit.
- Antipasto Platter: castelvetrano olives, kalamata olives, roasted red peppers, garlic herb marinated mushrooms, artichoke hearts, prosciutto wrapped asparagus, fresh mozzarella cheese, roasted garlic cloves; serve with crostini and assorted bread rolls.
- Fruit and Cheese Platter: seasonal fruits with a selection of cheeses; serve with bread and crackers.
- Mediterranean Platter: falafel, quinoa, tabbouleh, hummus, pita bread, pesto drizzled feta, tzatziki.
- Sandwich Platter: a series of pre-made sandwiches in a wide variety of options.

Expert Tip:

Keep presentation in mind when designing platters. You want to make everything look attractive and appealing. Vary your colour choice too as it will not only look beautiful, but it will also provide a nutritionally varied meal for your guests.

Catering Portions Chart

For a complete breakdown for buffet and table service portions, see our various charts. We have a chart that provides suggested portions for a single guest, 25 guests, and 50 guests - and can be scaled up or down accordingly. From appetizer portions to soups and stews to desserts and side dishes, we cover almost every type of food you'd need to include on your catering menu - with European metric and US imperial measurements included too - so everyone can understand the quantities with ease.

Expert Tip:

Keep in mind that it's best to work in percentages of confirmed guests rather than ordering for your entire list. If, for example, 500 guests are expected, but you often only have 250 guests in attendance for previous (charity or public) events (not for set events with confirmed guests), then order 100% of one serving of, say, pasta (or your mains) but only 50% of your appetisers or other hors d'oeuvres items. As for desserts, it's best to order less because many people often skip out on dessert to save their waistlines. You don't want to put in all the work and have your dessert station untouched. Know the group you're catering for. If it's a charity event or gallery opening, use lower percentages; if it's a wedding and you know that 90% of the guests are likely to attend, order at 90%. Err on the side of caution. Arrange for substitute menu items that can be quickly prepared if attendance exceeds expectations.

Appetisers or Hors D'oeuvres

Appetiser Type	Number of Different Appetisers	Per Person	25 guests	50 guests
Preceding a full meal (starter/snack)	At least 4	6-8 pieces	150-200 appetiser pieces/bites	300-400 appetiser pieces/bites
Used as a meal	At least 6	12-15 pieces	300-375 appetiser pieces/bites	600-750 appetiser pieces/bites

Drinks

Type of Drink	Per Person
Soft Drinks (Soda/Pop/Squash)	1-2, 8 oz servings per hour (¼ litre, ½ pint)
Punch	1-2, 4 oz servings per hour (⅛ litre, ¼ pint)
Tea	1-2, 8 oz servings per hour (¼ litre, ½ pint)
Coffee	1-2, 4 oz servings per hour (⅛ litre, ¼ pint)

Soups and Stews

Soup or Stew	Per Person	25 guests	50 guests
First course only	1 cup, ¼ litre, ½ pint	1.5 gallons (US), 6 ¼ litres, 12 ½ pints	3 ⅛ gallons (US), 12 ½ litres, 25 pints
Main meal	1 ½ to 2 cups, ½ litre, 1 pint	3 ⅛ gallons (US), 12 ½ litres, 25 pints	6 ¼ gallons (US) 25 litres, 50 pints

Entrees / Main Course

Entree	Per Person	25 guests	50 guests
Casserole / Shepherd's or Cottage Pie / Fish Pie / Meat Pie with Crust, etc.	N/A	2-3, 13 X 9 inch casseroles, 2-3, 33 x 23 cm casseroles	4-5, 13 X 9 inch casseroles, 4-5, 33 x 23 cm casseroles
Chicken, Turkey, or Duck (boneless)	½ lb ¼ kilo	13 lbs 6 kilos	25 lbs 12 kilos
Chicken or Turkey (with bones)	¾ to 1 lb ⅓ kilo to ½ kilo	19 lbs 8 ½ - 9 kilos	38 lbs 17 ¼ - 18 kilos
Chilli, stew, stroganoff, or other chopped meats	5-6 oz (US) 160-170 g	8 lbs 3 ½ - 4 kilos	15 lbs 6 ½ - 7 kilos
Ground beef	½ lb ¼ kilo	13 lbs 6 kilos	25 lbs 11-12 kilos
Lobster (2 lbs each, 1 kilo each)	1	25	50
Oysters, clams, and mussels (medium to large)	6-10 pieces	100-160 pieces	200-260 pieces
Pasta	4-5 oz 150 g	7 lbs 3 kilos	16 lbs 7-8 kilos
Roast (with bone)	14 to 16 oz 400-450g	22 to 25 lbs 10-12 kilos	47 to 50 lbs 21-23 kilos
Roast cuts (boneless)	½ lb ¼ kilo	13 lbs 6 kilos	25 lbs 11-12 kilos
Shrimp/prawns (large - 16-20 per lb; 23-33 per kg)	5-7 large shrimp/prawns	7 lbs 3 kilos	14 lbs 6 kilos

Entree	Per Person	25 guests	50 guests
Steak cuts (T-bone, porterhouse, ribeye)	16-24 oz 450-680g per person	16-24 oz per person 450-680 g per person	16-24 oz per person 450-680 g per person
Turkey (whole)	1 lb ½ kilo	25 lbs 11-12 kilos	50 lbs 22-23 kilos

Side Dishes

Side Dish	Per Person	25 guests	50 guests
Asparagus, carrots, broccoli, cauliflower, green beans, sweetcorn kernels, peas, black-eyed peas, and so on (other vegetables or pulses)	3-4 oz 85-120g	4 lbs 1 ½ - 2 kilos	8 lbs 3 ½ - 4 kilos
Corn on the cob (broken in half when serving buffet-style)	1 ear	20 ears	45 ears
Pasta (cooked)	2-3 oz	3 ½ lbs 1 ½ - 2 kilos	7 lbs 3 - 3 ½ kilos
Potatoes and yams	1 medium	6 lbs 2 ½ - 3 kilos	12 lbs 5 ½ - 6 kiols
Rice and grains (cooked)	1 ½ oz 43 - 50 g	2 ½ lbs 1 - 1 ½ kilos	5 lbs 2 - 2 ½ kilos

Desserts

Dessert	Per Person	25 guests	50 guests
Brownies or bars	1 to 2 per person	2 ½ to 3 dozen	5 ½ to 6 dozen
Cheesecake	2 inch wedge	2, 9 inch cheesecakes	4, 9 inch cheesecakes
Cobbler	1 cup 230 g serving	2, 9x9x2 inch pans 2, 23 x 23 x 5 cm pans	4, 9x9x2 inch pans 4, 23 x 23 x 5 cm pans
Cookies / Biscuits	2 to 3	3 to 4 dozen	6 to 8 dozen
Ice cream, gelato, or sorbet	8 oz ½ pint	1 gallon (US) 6-7 pints	2 gallons (US) 13-14 pints
Layered cake or angel food cake	1 slice	2, 8 inch cakes 2, 20 x 20 cm cakes	4, 8 inch cakes 4, 20 x 20 cm cakes
Pie (fruit)	3 inch wedge 7 ½ - 8 cm wedge	2 - 3, 9 inch pies 2 -3, 23 x 23 cm inch pies	4 - 5, 9 inch pies 2 -3, 23 x 23 cm inch pies
Puddings / mousses (banana, chocolate, toffee, etc), trifles, and the like	1 cup 230 g serving	1 gallon 6-7 pints / 6 ½ kilos	2 gallons 13-14 pints / 12 ½ kilos
Sheet cake (a full sheet cake is baked in a 26 x 18 x 1-inch pan / 66 x 46 x 3 cm pan)	2 x 2 inch piece 5 x 5 cm piece	¼ sheet cake (Roughly 13 x 9 x 2-inch baking pan or 33 x 23 x 5 cm)	½ sheet cake (Roughly 15 x 10 x 1-inch baking pan or 38 x 26 x 3 cm)

Expert Tip:

If your appetisers or hors d'oeuvres are served as a meal, but you have a filling food station available such as pasta or mashed potatoes, you can reduce your numbers of hot and cold hors d'oeuvres/appetisers. It's always a good idea to include a filling item along with appetisers so no one goes away hungry.

Often when eating small bites, customers do not know how much they're eating so it's a game of filling their mental hunger as well as physical hunger. Filling foods are items like macaroni and cheese bites, chicken pakora, samosas, mini burgers, chicken and waffle bites, mini tacos, mini fruit pizzas, chicken bites, crescent rolls, cheese and pickle or fruit sticks, and more - basically anything with a higher protein or fat count - since as time passes, your guests' stomachs will send the signal to their brains that they're full.

Final Thoughts

Keep this chart as a rough estimate of the amounts you'll need when catering an event. Whether it's a sit down meal, a buffet, or canapes served on trays, you'll now know how to calculate food portions for your guests.

For more detailed information, please visit <https://blog.sfceurope.com/how-to-calculate-food-portions-for-catering-sfce-budget-guide>

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Module-10

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 10: Support the professional development of the kitchen team

Objective of the module: The aim of this module is to develop knowledge, skills and understanding of Support the professional development of the kitchen team

Duration 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Contribute to the development of kitchen teams and individuals</p>	<p>The student will be able to: Contribute to the identification of development needs for kitchen individuals and teams accurately Ensure that the development needs identified are consistent with kitchen team objectives and organisational values Ensure that contributions to the planning process reflect the identified development needs of all those kitchen associates under own responsibility Agree ideas with individual kitchen team members Contribute to development activities to support kitchen team objectives and plans Take into account the work activities, learning abilities and personal circumstances of individual kitchen team members Encourage and use feedback from those taking part in the activities to improve own future</p>	<p>Identifying development needs for kitchen individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives The importance of using sufficient, reliable and valid information, in order to plan effectively, to maximise opportunities, to add value to the organisation's goals Presentation of development needs to kitchen associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation The importance of kitchen team development to the continuing effectiveness of the organisation, including own role and responsibilities in contributing to this process, developing and securing support from kitchen associates, seeking contributions to the development process from kitchen associates Collecting and validating relevant information needed to identify kitchen development needs, including informally from associates, formally through guest surveys, job appraisals Kitchen team objectives and organisational values, including delivering excellent food service and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs Analysing different decisions whether kitchen development needs are consistent with organisational objectives and values, including identifying and defining development needs,</p>	<p>Standard Operating Procedures for training and development Job descriptions and evaluations Training schedules and reviews Markers and pens Notebook Log book Notice board Business objectives And appropriate analysis reports Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>contributions to development activities</p> <p>Contribute to the assessment of kitchen associates against development objectives</p> <p>Provide information about assessments to authorised people only, in the required format and to agreed deadlines</p>	<p>evaluating these against organisational objectives, prioritising development</p> <p>Assessing kitchen associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and other associates</p> <p>The importance of taking account of the kitchen work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual kitchen team members</p>	<p>or boots, disposable gloves)</p>
<p>LU2:</p> <p>Contribute to the provision of required kitchen associates</p>	<p>The student will be able to:</p> <p>Use methods to assess and select kitchen associates that meet organisational requirements</p> <p>Provide information that is complete, accurate and supports the fair assessment of kitchen associates</p> <p>Make suggestions for the selection of kitchen associates that are based on objective assessments of the information against agreed selection criteria</p> <p>Make suggestions for selection that are clear and accurate</p> <p>Make suggestions available only to authorised people</p> <p>Handle communications with kitchen associates in a manner</p>	<p>Presenting suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p>Communicating effectively with the range of kitchen associates involved, including verbally and in writing, using technical language appropriately</p> <p>The importance of confidentiality during selection processes including the kinds of information that may be made known to associates</p> <p>The importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support and audit decisions and judgements made</p> <p>The range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> <p>Possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the kitchen associate, to the HR department</p>	<p>Standard Operating Procedures for workforce planning</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>and at a level and pace appropriate to their needs</p> <p>Make sure records of own contribution to the selection process are complete, accurate, clear and meet organisational requirements</p>	<p>Making fair and objective assessments against criteria during the selection process, including understanding the criteria, ensuring that assessments are objective and not influenced by personal views</p>	<p>or boots, disposable gloves)</p>
<p>LU3:</p> <p>Lead the work of kitchen teams and individual associates to achieve objectives</p>	<p>The student will be able to:</p> <p>Plan the work of kitchen teams and individuals</p> <p>Involve the kitchen team and individuals when planning their work</p> <p>Present work plans in a way that gains the support and commitment of those involved</p> <p>Assess the work of kitchen teams and individuals</p> <p>Provide both positive and negative feedback to kitchen teams and individuals on their work</p> <p>Review the work of the kitchen team and individuals on a regular basis</p> <p>Provide support for continuous improvement for kitchen teams and individuals</p>	<p>The importance of effective communication when explaining work plans and allocations, including clear explanations, using technical language, ensuring associates have the opportunity to ask questions</p> <p>The importance of the associate being clear about the purpose of the work to be done, including communicating this effectively to those involved, understanding role and responsibilities</p> <p>The importance of regularly reviewing work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to manage time, the achievement of objectives, provide support and guidance</p> <p>The importance of assessing the on-going work of kitchen teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort</p> <p>The importance of providing clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate's own objectives and modifying them if required</p> <p>The importance of providing team members with the opportunity to contribute to the planning and organisation of their work, in order to manage the whole team effort, motivate the team, support effective team working</p>	<p>Standard Operating Procedures for leading a department</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>The importance of providing opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the associates the benefits of doing this</p> <p>Motivating team members and gain their commitment by providing feedback, in order to maximise their own effort, help them to achieve their personal objectives and contribute to the team effort</p> <p>The importance of good communication skills when providing feedback on work and performance, including adopting a positive approach, using technical and social language as appropriate, being supportive, encouraging the associate to ask questions</p> <p>Providing positive feedback to individual associates and the kitchen team, including choosing an appropriate time and a place to give feedback, providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved</p> <p>Importance of provide constructive suggestions on how performance can be improved, in order to maintain commitment and maximise the individual/team effort</p> <p>The importance of giving those involved the opportunity to provide suggestions on ways to improve their work, including ensuring they feel part of the team and that their contribution is valued</p> <p>The importance of planning work activities and the associate's role and responsibilities in relation to this, including matching activities to each associate's job role and capabilities, challenging and stretching associates, developing realistic and</p>	

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		achievable work plans for teams and individuals both in the short and medium term	
<p>LU4: Manage own self in a kitchen environment</p>	<p>The student will be able to:</p> <p>Develop objectives for own kitchen work role which are compatible with the vision, objectives and values of the organisation</p> <p>Agree, with line manager, objectives for own kitchen work role and ways to evaluate progress and achievement</p> <p>Prioritise objectives and manage own time in order to achieve them and delegate objectives and responsibilities</p> <p>Use technology effectively to help achieve own objectives</p> <p>Identify and eliminate distractions and activities that do not support the achievement of own objectives</p> <p>Monitor changes to the organisation's objectives, processes, systems and structures and how these impact on own role</p> <p>Identify and respond quickly and positively to new opportunities and urgent situations when they</p>	<p>The organisation's structure, systems, business processes and organisational objectives</p> <p>The importance of gathering valid information, in order to plan own development effectively and set appropriate benchmarks by which to measure progress</p> <p>Analysing own work role and relating to other roles in the organisation, including identifying long term and short term aims</p> <p>Monitoring changes, trends and developments, including technological advances, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage</p> <p>The impact of different factors on own role, including time, cost, support from others (associates, Executive Chef, HR department)</p> <p>The importance of managing own resources, particularly knowledge, understanding, skills and time</p> <p>Identifying the requirements of own work role and others, including developing better productivity for whole kitchen team, sharing new skills with other associates, improving motivation, developing and improving the reputation of the whole kitchen team</p> <p>Setting work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan out development and organise any formal learning to be undertaken</p> <p>Measuring the progress against work objectives, in order to judge progress, to reflect on achievements, to modify the plan, to set new objectives</p>	<p>Job description and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer, software and accessories</p> <p>Communication devices (including telephone and mobile)</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>arise, revising own objectives and priorities as necessary</p> <p>Get regular feedback on own kitchen performance from those who are able to provide objective, specific and valid feedback</p> <p>Monitor progress towards own kitchen objectives and evaluate, with line manager, the extent to which objectives have been achieved</p> <p>Agree, with line manager, any changes to own kitchen objectives in the light of own performance, feedback received or changes in organisational priorities</p>	<p>Getting and making effective use of feedback on own performance, including informally from associates, formally through guest surveys, job appraisals</p> <p>Updating work objectives in the light of own performance, including feedback received or changes in organisational priorities</p> <p>Recording the use of own time and identifying possible improvements, including judging the effectiveness of development activities, prioritising activities, balancing development activities against main work role</p> <p>Working with individuals within own area of work, including understanding their roles, responsibilities, competences and potential, helping them with their own development, maximising support based on own experience</p> <p>The agreed requirements of own work role including the limits of own responsibilities, including matching these requirements to personal development plan, identifying and agreeing personal work objectives (with Restaurant Manager, HR department)</p>	
<p>LU5:</p> <p>Contribute to the identification and implementation of sales development activities for food and beverages service</p>	<p>The student will be able to:</p> <p>Support the management team in establishing clear sales development activities for the organisation</p> <p>Assist in preparing a sales plan that identifies and prioritises sales development activities that are consistent with the vision of the organisation</p> <p>Ensure that the plan is flexible and open to change</p>	<p>The importance of developing and implementing sales development activities, in order to add value to the organisation's objects, to contribute to profitability</p> <p>The importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and ideas to support food and beverage sales</p> <p>Developing sales objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound), including short and long-term objectives, individual and team objectives</p> <p>Delegating responsibility and allocating resources to support implementation of sales development activities, including to</p>	<p>Standard Operating Procedures for selling practices in food outlets</p> <p>Example sales plans</p> <p>Report templates</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Noticeboard</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p>Agree with senior colleagues measures for monitoring and evaluating performance against sales development activities</p> <p>Gain the commitment of associates for the implementation of sales development activities</p> <p>Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p>	<p>different departments (including the kitchen), allocating time, funding, materials</p> <p>Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and evaluation criteria, establishing appropriate timelines</p> <p>Understanding the market in which the organisation works, including the guest base (leisure, business, combination; actual and potential guests), location (city-centre, rural), size of organisation</p> <p>Understanding the needs and expectations of actual and potential guests, including level and speed of service and attention, range of products</p> <p>Understanding actual and potential competitors and partners, including what they offer, their competitive edge</p> <p>New and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)</p> <p>The needs and expectations of colleagues and other key stakeholders, including associates within own kitchen team, other departments, stakeholders in the organisation (managers, backers, shareholders)</p> <p>Sources of information that can aid monitoring and evaluation for sales development activities, including questionnaire data, research, sales figures, opinion polls</p>	
<p>LU6</p> <p>Prepare, deliver and evaluate training sessions for kitchen</p>	<p>The student will be able to:</p> <p>Prepare appropriate kitchen training plans and materials</p> <p>Produce specific aims and objectives for the session</p>	<p>The purpose of and necessary outcomes from the training session, including personal, departmental or organisational objectives, new or corrective/remedial training</p> <p>Different ways to deliver the session, including on and off the job, single sessions, series of training sessions</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>associates and teams</p>	<p>Identify the resources needed to deliver the session</p> <p>Select appropriate methods to delivery training</p> <p>Ensure all learning materials are available</p> <p>Deliver kitchen training to individuals or groups</p> <p>Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p>Carry out assessments at appropriate points to ensure that learning has taken place</p> <p>Evaluate the effectiveness of training for kitchen associates and teams</p>	<p>Appropriate use of technology-based delivery and e-learning, including reducing the costs associated with delivering training, increasing the effectiveness of the training environment, helping training to contribute to organisational goals</p> <p>Ways of delivering the session which meet the aims and objectives of the session, including practical activities, role plays, case studies, live on-the-job training</p> <p>An appropriate plan for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods</p> <p>Selecting and using an appropriate range of methods and resources to support delivery of the training session, including teacher centred (lecture, explanation, demonstration); learner centred (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p> <p>Managing the training process, including following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behaviour; ensuring that the methods chosen will promote equal opportunities and access</p> <p>Review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p>Determine the strengths and weaknesses of the training session, including achievement against targets; feedback from associates, HR department; evaluative comments; reviews</p> <p>Make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used;</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard training formats for preparing, delivering and evaluating</p> <p>Training resources, including flip charts, markers, projectors, screens, handouts, notes, case studies, problems, exercises, textbooks, videos, audio materials, computer assisted learning materials, internet, experimental materials, work place facilities, training rooms, support materials support staff</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		teaching style; implementation of changes; record of modifications	or boots, disposable gloves)

Examples and illustrations

Team development

Successful Team Development

Traditionally, a team goes through five stages of development, with each stage presenting its own challenges. The goal is for a cohesive team of people to produce a positive outcome that contributes to the success of the organization.

Proper Team Support

The team and the organization take specific actions at each stage to support the team's success in accomplishing its mission. Supporting the team at each stage of development will help it accomplish its goal.

With a thoughtful look at each stage of team development, you can solve problems before they derail the team. You cannot treat a team the same at each stage of its development because the stages dictate different support actions. These support actions, taken at the right time, will allow your teams to develop and successfully meet their challenges.

Leadership Is Key

Most importantly, at each stage, the behavior of the leader must adapt to the changing and developing needs of the group. An effective leader who other members of the team want to follow is indispensable when the group is trying to progress through the stages of development.

Generally, the leader reports to a manager. The manager, as the team sponsor, must understand how to support the team at each stage of development. This understanding by company leadership is critical to the team's success.

Stages of Team Development

Dr. Bruce W. Tuckman, a professor of educational psychology at the Ohio State University, who researched the theory of group dynamics, published one of his theories in 1965 called "Tuckman's Stages of Group Development." Thus, emerged a four-stage team development model, "Forming, Storming, Norming, and Performing," with a fifth stage, "Adjourning," added in 1977.

The five stages of team development include suggested actions to best support the team:

Forming:

- A group of people comes together to accomplish a shared purpose. Their initial success will depend on their familiarity with each other's work style, their experience on prior teams, and the clarity of their assigned mission. As a sponsor, your role is to help the team members get to know each other whether you offer team building activities or just a listening ear.

Storming:

- Disagreement about mission, vision, and ways to approach the problem or assignment are constant at this stage of development. This struggle is combined with the fact that team members are still getting to know each other, learning to work with each other, and growing familiar with the interaction and communication of group members. As a sponsor, once again, your role is to help the team get to know

each other whether you offer team building activities or just a listening ear. Help your team leader clarify each of these assignments so that the team succeeds.

Norming:

- The team has consciously or unconsciously formed working relationships that are enabling progress on the team's objectives. The members have consciously or unconsciously agreed to abide by certain group norms and they are becoming functional at working together. As a sponsor, ask for periodic updates from the team. Regularly check the team's progress at agreed-upon intervals and critical steps on the path to a successful conclusion.

Performing:

- Relationships, team processes, and the team's effectiveness in working on its objectives are syncing to bring about a successfully functioning team. This is the stage at which the real work of the team is progressing. As a sponsor, ask for periodic updates from the team. Help solve problems and provide input as needed. Make sure that team members are communicating with all of the other appropriate parties in your workplace.

Adjourning:

- The team has completed its mission or purpose and it is time for team members to pursue other goals or projects. As a sponsor, make sure that the team schedules an ending ceremony. Whether they debrief the project and discuss how the team could have been more successful or they just order pizza, you will want to mark a clear ending to the team or project.

These stages can be applied to all teams. However, in the case of ongoing teams, such as a department team, social media team, a customer service team, the "Ending" stage is not applicable.

The length of time necessary for progressing through these stages depends on the experience, knowledge, and skills of the members and the support they receive. In addition, teams may work at varying rates based on issues and obstacles they may encounter, such as changing team members, tasks, and goals.

Closing Thoughts

The purpose of creating teams is to provide a framework that will increase the ability of employees to participate in planning, problem-solving, and decision making to better serve customers. Increased participation promotes:

- A better understanding of decisions
- More support for and participation in implementation plans
- Increased contribution to problem-solving and decision making
- More ownership of decisions, processes, and changes

In order for teams to fulfill their intended role of improving organizational effectiveness, it is critical that they develop into working units that are focused on their goal, mission, or reason for existing. They do this by effectively progressing through the stages of development.

For more detailed information, please visit <https://www.thebalancecareers.com/what-are-the-stages-of-team-development-1919224>

Objectives of Team Development

There are a number of different potential objectives when you are planning any corporate team building, team activities or games. These objectives help you determine the goals of the event and understand what you are wanting to get out of the event. From knowing your objectives you can determine whether the event has been a success.

Some of the Key team building objectives might be:

Collaboration

A key element of any successful teams is how well the team collaborates together and how well it collaborates with other teams. Having teams who want to help each other to make the company succeed in its main goals can make a huge difference to how successful a company is. Collaborative based team building events help teach your teams the benefit of working together and not against each other.

Communication

A team which communicates well will achieve far more than one which doesn't. Because communication is so important to any team it's often a key focus on many of our team events. Communication based activities are designed to help your team members make the most of their communication skills.

Change management

Change is necessary in every team on an almost continual basis. One of the worst phrases in any business is "Because we've always done it that way." We don't mean changing for changing's sake but having the ability to make the most out of change and managing the change within teams so it becomes a benefit rather than a negative.

Problem solving

Like Change problems will always arise in any businesses and every team. However good your risk management is and your foresight to see problems before they arise there will always be some issues which need to be ironed out. Problem solving activities help teach how to react to problems in a calm manner and overcome them without them becoming far larger than they were.

Flexible thinking

The ability to be flexible is a vital skill within every team because there will always be new challenges and tasks arising which are not specifically part of anyone's job description. The ability to see the benefits in working another way and to try new ideas can be a huge boon for any business.

Morale building

No one wants to work in a team which has low morale however a team with high morale and a great working relationship can be seen as the place to be. A high general morale can help lower staff turnover and increase staff retention which will reduce your recruitment and trainings costs as a result.

Trust

A team which doesn't trust each other will struggle to function beyond the most basic terms. Trusting your colleagues to hold up their end of the workload and trust from managers to complete a project without the need for micromanagement can greatly increase the efficiency of any team.

Vision

The ability to see the bigger picture is the ability to see where a small project fits in to the larger goals of the company even where it isn't always immediately apparent. Understanding where you fit in to the bigger organisational goals can help an employee see their worth to the company and their feeling of being valued.

Delegation

Delegation is more common for team leaders and managers as they more often have the need to delegate tasks or projects to their team members and subordinates. The ability to delegate effectively can also become an important skill where a team member might head up and individual project with others reporting to them.

Lean Thinking

Not wasting resources is really important to every business and not just in tough economic times. A company which employs a lean thinking and reducing wastage policy will be in a better position to weather tough economic times. Lean thinking needs to be built in to the company ethos from top to bottom to be fully effective.

Conflict Resolution

In most teams sooner or later there will be some element of conflict and being able to resolve this amicably can enhance the performance of the team and have a positive effect on team morale. By resolving conflict quickly you also gain the benefit of not allowing problems to fester and become much larger than they initially were.

For more detailed information, please visit <http://www.demonwheelers.co.uk/team-building/objectives.htm>

Recruitment processes

There are seven simple recruitment process steps that you should follow every time you hire.

The recruitment process can be incredibly time-consuming. The good news is that nearly every recruitment drive can be broken down into seven steps, many of which you will be familiar with already.

Here's a one-stop guide that you can use time and again. Perfect for staying in line with legislation, running a fool-proof recruitment process and hiring the right candidates to last and reduce costs down the line.

1. Know what you need

The key to getting what you want? Knowing what you are looking for. That's where good planning comes in. Ensuring you have an in-depth understanding of the role you are hiring for will make the rest of the recruitment process easier and faster, since you'll quickly be able to determine who has the experience required to successfully fulfill the role. It also ensures candidates have a clear purpose and planned goals for the position when they join, removing any ambiguity on where they fit within wider business objectives.

Key questions to answer:

- Why is a new employee needed?
- What duties and responsibilities will the successful candidate have?
- What skills or abilities are required to succeed in the role?
- Where does this role fit within the wider business structure?

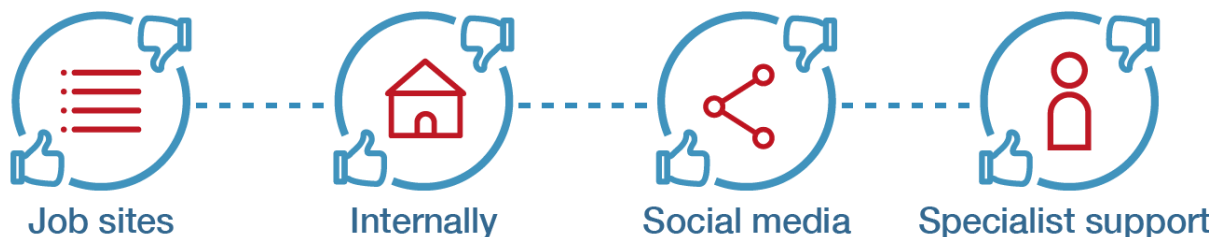
2. Prepare the job description and person specification

These are written descriptions of the role you are recruiting for; and the type of candidate needed to fill it.

They will be one of the first things jobseekers read when they find your job vacancy. Attracting the right applicants during the recruitment process is largely about getting these two documents right, so it's worth spending time on them before moving to the next recruitment steps.

1. Try to include key responsibilities in the job description to give a good idea for what the role involves, as well as giving a feel for who they'd be working with and what success looks like.
2. Person specifications help you characterise the type of skills and mindsets that will flourish in the role.

3. Choose where to advertise



Job sites

- **Benefits:** a quick way to gain widespread visibility of your vacancy to thousands of registered job seekers.
- **Drawbacks:** you may well end up with hundreds of CVs to sift through, and it's likely you'll get a lot of random applications as people 'spam' their CV out in hope of uptake.

Internally

- **Benefits:** the person you're looking for could be right under your nose! Saving time and money on recruiting costs, motivating employees through opportunity provision, plus they're already integrated to the culture and rhythm of the business.
- **Drawbacks:** For some roles, bringing in a fresh perspective or new set of skills can help add depth to the capabilities in your team.

Social media

- **Benefits:** LinkedIn is the no1. social platform for recruiting and screening candidates with more than 350 million professionals present, above Facebook and Twitter, and allows specific targeting of content to the skills and expertise required for a role.
- **Drawbacks:** your company page needs to show good quality content - the platform is as much for candidates to review if it's the right workplace for them as much as if they are right for you.

Seek specialist support

If you are already struggling to fit everything in during the process of recruitment, you might want to consider outsourcing to a recruitment agency, especially if you are serious about finding the candidate that ticks the right boxes.

- **Benefits:** a good recruitment agency can take care of everything, without forcing you to relinquish control of the important decisions.
- **Drawbacks:** costs associated with using recruitment consultants can be off putting, in particular to smaller businesses. However, using a specialist can both strengthen and speed up the process, giving you valuable time back to achieve more within the business.

4. Review your applications

Good candidates should quickly and clearly highlight how their experience aligns with the available role. So revisit your job description and person specification for a reminder of what you are looking for. Don't feel bad about scan-reading applications. The onus is on your applicants to prove their suitability as quickly as possible.

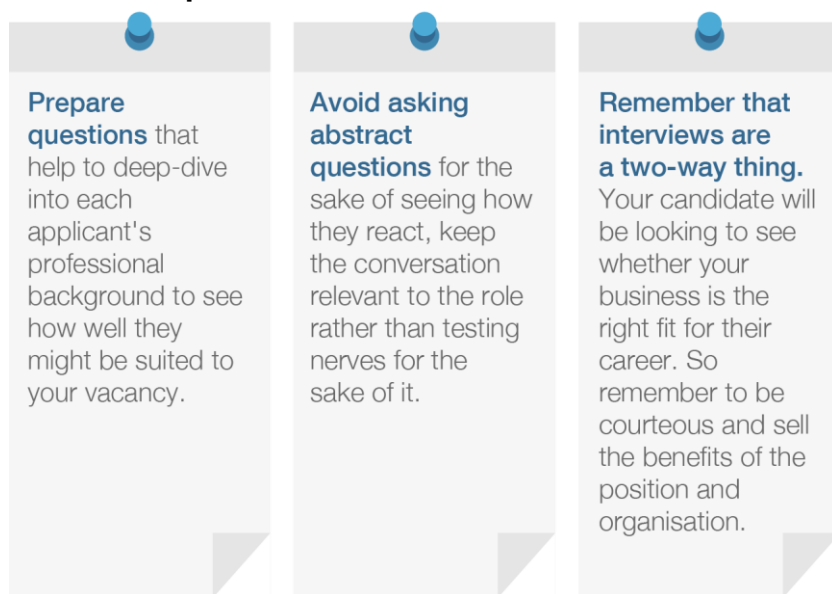
No matter how well you crafted your job description and person specification, you will always receive wildcards. And they shouldn't always be discredited. Sometimes judicious flexibility can pay off.

5. Conducting interviews

The key moment giving you invaluable contact time with your candidates is the interview stage. Good preparation is key to getting the most out of the conversation. Enter knowing what talking points are most important to cover, including highlights from their CV or application, and of course key requisites for the role. We are also witnessing the rapid transformation of the interview process through new video technologies.

Candidates expectations are advancing just as any consumer, with higher desire for convenient, mobile experiences with a seamless transition between digital and physical interactions with a brand. It's worth exploring how new tools and technologies can enhance your candidate experience throughout the process.

Interview Tips



6. Checking references, drawing up a contract and offering the job

Once you have shortlisted your top candidates it's time to check their references. Many employers miss this recruitment step, but it's essential to check your candidate's background to help make sure they are everything they claim to be. (Hiring the wrong person can be eye-wateringly costly.)

For more detailed information, please visit <https://www.reedglobal.com/blog/2017/06/7-steps-to-a-foolproof-recruitment-process>

Employee feedback

6 Guidelines For Giving Powerful Employee Feedback

Don't let your team wonder if they're on the right track. Here are six ways to motivate them with feedback.

Feedback can be a double-edged sword. If provided effectively, feedback can inspire, uplift, and motivate the recipient to do better. However, if the job is botched, bad feedback can result in lingering anger, demotivation, resentment, loss of respect, and permanent damage to the relationship.

The underlying belief of giving good feedback is that the recipient is capable of doing better. Here are five steps to motivating your people with feedback:

1. Make it timely

The time to give feedback is as soon as possible after a situation or event has occurred. As time passes, memory fades, and people are more likely to interpret the situation differently.

Giving critical feedback may be difficult, but it won't get any easier over time. Keeping the task on the back-burner will take up energy and occupy space in our minds that could be better used. The sooner you jump in and get it over with, the quicker you can move forward.

2. Prepare before the meeting

Before you schedule a time for feedback, ensure you are in the right frame of mind. Reflect on your feelings and intentions. If your predominant sentiment is anger and judgment, it is not time to provide feedback. Your emotions and energy will be felt by the person right away and the feedback will not be received positively. If you are unsure of how your feedback will be interpreted, practice with a trusted colleague, friend, or family member.

3. Ask the recipient for his own feedback

The most powerful and beneficial feedback will come from the recipient himself. Offer him the opportunity to tell you what he thinks and feels before you give him your viewpoint.

If his response is on board with what you were intending to share with him, give him credit for his insight and ask him what he thinks he can do to change his behavior or the situation at hand. The more buy-in you glean from the recipient, the more likely the person will be motivated to change.

4. Stick to the facts

Talk about what you witnessed and don't get into what you think happened. For example, you could say that the report you needed wasn't done on time, but don't assume it was because he is not interested in his job. Instead, talk about the impact of not receiving the report on time and how that affected others. Give him a chance to explain why it wasn't completed at the deadline.

5. Actively listen and check your emotions

How well your feedback is received and translated into positive results depends on how well the recipient feels he is heard when he responds. Pause after you have said what you needed to and allow him the time he needs to collect his thoughts and respond without interruption.

Repeat to him, in your own words, what you heard him say. If you are feeling angry or upset by what he just told you, give yourself a few moments to collect your thoughts. If you are still feeling a strong emotional charge, it is better to tell him you will need to think about this and set a time to get back to him.

6. End on a positive note

If you are able to, begin with something positive that you have observed. This will help balance any negative or critical feelings and lower the defensiveness the recipient may feel.

Similarly, end on a positive note. For example, express the belief that he is capable of improving and that you have faith he will do better and use the feedback to his benefit. Good communication always begets better relationships.

For more detailed information, please visit <https://www.fastcompany.com/3028126/5-guidelines-for-giving-powerful-employee-feedback>

Personal development

Set your main objectives

First things first, you need to define your goals.

For some, these could have been set in the back of your mind for years, just waiting for the right time to make an appearance – but for others, it could take a bit of soul-searching.

If you're stuck, ask yourself the following questions: 'where do you want to progress in your career?', 'will you be happier in a different job?', 'what new skills and knowledge would make you more fulfilled?', and most importantly, 'what type of achievements are most significant to *you*?'

Once you've set aside your goals, consider prioritising them – and try not to tackle too many at once. Be realistic with what you want to achieve, and remember that these goals can be anything from short-term to long-term, big or small.

Identify your current strengths

Once you've decided on your main goals, it's time to consider your relevant strengths.

What attributes do you already have that could help this goal become a reality? Are there any transferrable skills you could utilise?

Even if you don't have any direct experience in the field your objectives are based in, a strength can be anything from dedication, a creative mind and a keen interest in a particular area of academia, through to excellent people skills or a knack for numbers.

Decide on your key areas for development

If you often draw a blank when it comes to the common interview favourite, '*what are your weaknesses?*' – this section of your PDP could help with that.

Identify the main areas of your career, or skills that will need improvement to be able to achieve your goals, and from there, you'll be able to come up with realistic actions to turn your weaknesses into strengths.

Make sure the areas that need work are linked directly to your main objectives, so you'll actually be motivated to improve on them.

Research the skills you'll need to gain to achieve your goals

Do some in depth research on what it takes to achieve your goals, and what kind of skills, knowledge, or qualifications will help you overcome your key weaknesses.

Put in place some actions

By identifying all of the above, you should be ready to set some concrete actions that will put you on the right track to achieving your goals.

Your actions should be heavily based on your weaknesses and areas of improvement, and what skills you will need to go ahead with fulfilling your ambitions. The amount of actions you set for each objective is solely dependent on you, your individual plan, and the complexity of your aims.

Give yourself a clear timeframe for each goal

Setting a deadline for each one of your goals will give you a visible target to reach for, not to mention ensure you're on the right track throughout your career.

Be realistic with your timeframes, and take into account how long each individual action will take. You should also consider the potential obstacles that could delay you along the way, because things may not always run as smoothly as you hope.

This is real life, after all.

Track your progression

Finally, always track your development.

Not only does this help to emphasise where you've improved (which boosts your confidence and motivation), it also shows you what areas your excelling in, and what areas might need work.

By recognising the obstacles, you'll be able to put in place new actions or alter your current ones in a way that better fits in with your main objective.

For more detailed information, please visit <https://www.reed.co.uk/career-advice/personal-development-plan-template/>

Sales Plan Ideas

1. Prospect Intelligently

Part of developing a successful sales plan is figuring out whom you are going to sell to and where you are going to sell. Many businesses make the mistake of ignoring existing customers when prospecting, but part of your sales plan should include reaching out to current customers to see if they are using all of your products or could possibly need an upgrade to include more users or departments.

2. Develop New Businesses

A critical aspect of your sales plan is to figure out how you are going to develop new business. That means planning new sales territories and industries to move into. Make a good impression on prospective clients by sending out a high-touch program that makes it difficult for them not to take your meeting.

Another good tactic is to send out an introduction letter with a gift. It should be built into the sales plan that building a positive rapport with prospective clients and checking back in with them every few weeks is mandatory behaviour for sales reps.

3. Work with Current Customers

Part of the existing sales plan should be to set up a protocol to build healthy relationships with customers even after the ink is dry on the contract. This means keeping in contact so that you can work on press releases together, get testimonials, and gain referrals.

When you get a new customer it's the opportunity to build a relationship that's beneficial for both parties. This means reaching out regularly, providing them with tips, and keeping lines of communication open at all times.

4. Remember your Sales Plan isn't Set in Stone

Of course you want to develop a detailed plan, but that doesn't mean you won't need to change it. In fact, a truly effective sales plan is never done. That's because an effective sales plan depends on the market, which is always changing. Your number one goal is to ensure that you sell your product, and to do that you might have to switch up territories, sales quotas, and strategy quarterly.

5. Link up with Marketing

Part of your sales plan should be staying closely aligned with Marketing. This means having a quarterly meeting with both departments, or at least the leaders from each department, to nail down nurturing campaigns and projects that will both create brand awareness and bring in new leads.

6. Sales Cycle Analysis

One of the ways that companies can get a serious leg-up is to analyze its losses. However, this can be difficult to do if there isn't sufficient data in the system. Ensure that your reps are logging detailed notes throughout the buying cycle about each customer in Salesforce or your CRM.

This is incredibly useful if the sale is a success, or if you lose the deal. Successful sales cycles can be emulated, and losses can be analyzed and mitigated. However, none of this useful analysis can take place unless gathering data is part of your sales plan.

7. Set Performance Measures

Not all of your reps are going to have the same performance measures. Different roles on your sales team will have different quotas, and different ways that you measure them. Make sure that your detailed sales plan takes into account each specific reps quota, territory, and accelerators.

8. Governance

When it comes to a sales compensation plan there are bound to be a few discrepancies or conflicts over bonuses, quota, or territories, Before the quarter begins make sure your sales plan includes how you will resolve questions or conflicts that come up unexpectedly.

Remember, the most important part of a sales plan is continuous analysis. Just like the rest of your business it's critical to be dynamic and ready to respond to market changes quickly. With these eight ideas you're on your way to creating a sales plan that will bring your company another year of continued growth and improvement.

For more detailed information, please visit <https://www.xactlycorp.com/blog/ideas-develop-successful-sales-plan/>

Planning a Training Session: Organizing Key Concepts for Learning

A training session plan is a road map of your lesson.

Imagine that you've just led a training session. Unfortunately, it didn't go as well as you'd hoped.

First, you forgot to cover some important points in your presentation. Then, you ran out of time to answer questions, because you had to change your session "on the fly" to cover the points you'd missed.

All in all, you're not sure that people learned what they needed to know, and you wish you'd had a clearer plan for the session.

What Is a Training Session Plan?

A training session plan – also called a learning plan – is an organized description of the activities and resources you'll use to guide a group toward a specific learning objective.

It details the subject matter that you'll teach, how long each section should take, the methods of instruction for each topic covered, and the measures you'll use to check that people have learned what you needed them to learn.

It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.

Why Use a Training Session Plan?

It takes time to plan a good training session. However, you and your trainees will benefit from this preparation.

As you plan, you visualize each step of the class. This helps you ensure that you've thought about everything that you need to say, and that you present information in a logical order. You'll also be able to prepare for points that people might find difficult to understand.

After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.

Last, a training session plan will be invaluable for a substitute instructor, if you can't make it to class.

How to Develop a Session Plan

To develop a session plan, it's useful to use a standard training plan template. This helps you organize material consistently over sessions, and avoid duplicating topics.

Then, to plan your session, follow the steps below.

Step 1: Define Learning Objectives

Your first step is to specify what you want your trainees to learn, and determine how you will measure this.

Think about these questions:

- What are the most important concepts or skills that trainees need to understand by the end of the class?
- Why are these concepts and skills important?
- How will you know that they have understood these correctly?

Tip 1:

You can use the ABCD Learning Objectives Model (For more detailed information, please visit <https://www.mindtools.com/pages/article/abcd-learning-objectives-model.htm>) to set a training objective that comprehensively addresses your learners' needs.

This helps you understand your Audience, define the Behavior needed at the end of the session, specify the Conditions under which knowledge will be used, and determine the Degree of knowledge needed.

Tip 2:

You should only have one or two learning objectives for each class. If you have more, you are likely to have too much information to cover, and trainees may feel overwhelmed with information.

Step 2: Clarify Key Topics and Related Concepts

Your class will focus on a few central ideas or skills, but you'll need to explain related concepts to reach your learning objectives.

List your key topics and their related concepts, and then group them together to show how they're connected.

Step 3: Organize Material

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.

Use the [5 E Learning Cycle](https://www.mindtools.com/pages/article/5E-learning-cycle.htm) (For more detailed information, please visit <https://www.mindtools.com/pages/article/5E-learning-cycle.htm>) to link information to trainees' existing skills and knowledge. This will help them put it into a personal context, which, in turn, will help them retain it better.

Now, insert the information from your outline into your training plan template. Check back against your initial brainstorming document to make sure that you've covered everything that you need to say. Also, compare your template with your objectives for the session, to make sure that you'll achieve them.

Step 4: Plan Presentation Techniques

Now think about how you will teach this material to your students. It's best to use several different presentation approaches to keep students engaged, and to appeal to people with different learning styles (For more detailed information, please visit <https://www.mindtools.com/mneme1sty.html>) . (This is very important, because learning styles vary widely.)

Consider using these activities in your training session:

- **Lectures** are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end. You may want to use a guest speaker if the topic is highly specialized.
- **Demonstrations** work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.
- **Discussions** and debates are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.
- **Online learning** is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.
- **Role play** involves trainees acting out a new skill in a simulated environment, and learning from feedback from other participants.
- **Small group teaching** helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.
- **Case studies** can help learners put new information into context. As they process the information and relate it to a situation that's relevant to them, they create mental connections that will help them recall the information later.

Once you've decided which training methods to use, note them in your template.

Step 5: Include Evaluation

Now, think about when you'll check that students have understood key points. Build in learning checks and question-and-answer sessions, and include these in your template.

Also, consider how you will evaluate the session. You may want to use a formal measurement approach, or you may want to create a simple on- or off-line questionnaire that will help you tell if the session has been successful.

Step 6: Focus on Timing

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up front, and allow students extra time to absorb or practice the material.

Record the time that you will allocate for each concept or section on your training plan, and make sure that you've allowed plenty of time to focus on the core concepts – if you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

Note:

You can use the same steps to create a plan for an online training session.

However, you'll want to allow extra time for learners to log in to the training platform, ask questions about it, and resolve any technical problems.

You'll also need to include extra opportunities to check for comprehension, because it can be harder to see if students have fully understood the lesson when you're not in the same room as them. Ask frequent open-ended questions to confirm understanding.

Example Training Session Plan

The example below shows a completed training session plan.

Learning Objective: To teach new team members in a call center how to handle challenging customer calls more effectively.

Key Points	Training Aids/Tools	Time	Learning Check
Introduction			
Open session: introduce tutor, outline structure, explain "housekeeping."	Handouts showing session structure	10 mins.	Confirm that students understand the session format.
Employees need to be able to handle difficult customers confidently.	Recordings of positive and negative customer calls.		
When customers feel that they haven't had a positive interaction, they are more likely to switch suppliers.	Circle activity: ask each trainee for a comment on the recordings. What words come to mind? How well are the recorded agents handling their calls? Circle activity: ask each trainee to share a negative call that they've experienced as a customer, and to explain how they felt about it.	30 mins.	Check that each trainee has given a response in both activities.
Main Session			
Run through the full call process:			
Answer call and determine customer needs.	Group activity: trainees discuss how to assess needs and information during the call.		Check that trainees come up with a variety of realistic responses.
Gather customer information.		60 mins.	Ensure that each trainee demonstrates one successful interaction.
Analyze customer's emotion.	Pair activity: use role play to practice difficult calls.		
Present solutions based on customer's needs.			
Conclusion			
Summarize practical methods of handling difficult callers	Group summary activity: students list the solutions that they found most effective, and why, on a flip chart.	30 mins.	Check that each group has at least three responses on their flip chart.
Wrap-up questions	Open question session	10 mins.	Check for questions.
Evaluation	Pass out questionnaires to evaluate the effectiveness of the session.	10 mins.	Collect a questionnaire from each trainee.

Key Points

A training session plan provides a useful format for thinking about the activities and resources you'll use to guide a group toward a learning objective.

To create an effective training session plan, take the following steps:

- Step 1: Define your objectives.
- Step 2: Clarify key topics and related concepts.
- Step 3: Organize material.
- Step 4: Plan presentation techniques.
- Step 5: Include evaluation.
- Step 6: Focus on timing.

Training session plans take time to create, but they ensure that the information you need to teach follows a logical sequence. This will help your students engage with it, and, ultimately, understand and retain it.

You can also use training session plans for online training sessions, although you'll need to allow extra time, and include extra learning checks, as it may be harder to gauge whether students have understood all of your points.

For more detailed information, please visit <https://www.mindtools.com/pages/article/planning-training-session.htm>

Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 1: Monitoring duties and activities of the kitchen team</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of Monitoring duties and activities of kitchen team</p>	<p>LU1: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift</p> <p>LU2: Check that kitchen staff are present and manage absence issues for food production areas</p> <p>LU3: Support the Executive Chef</p> <p>LU4: Supervise Chefs de Partie and other associates</p>	10 Hours	40 Hours	50 Hours
<p>Module 2: Co-ordinate the operation of the food preparation and cooking area</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas</p>	<p>LU1: Check what bookings and functions are made for food service areas</p> <p>LU2: Maintain kitchen log of food production on a daily basis</p> <p>LU3: Manage communications between the food and beverage service area and other departments</p> <p>LU4: Establish and maintain the condition of kitchen work areas and equipment</p> <p>LU5: Contribute to the management of physical kitchen resources</p> <p>LU6: Contribute to the development and introduction of recipes and menus</p>	9 Hours	36 Hours	45 Hours

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 3: Monitoring supplies for kitchen operations</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of monitoring the supplies for food production area</p>	<p>LU1: Check quality and quantity of food deliveries and other products into store</p> <p>LU2: Prepare food order requisitions to meet requirements of food production</p>	6 Hours	24 Hours	30 Hours
<p>Module 4: Monitoring the quality of food production</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of monitoring the quality of food production area</p>	<p>LU1: Check that preparation of food meets requirements</p> <p>LU2: Check that cooking of food meets requirements</p> <p>LU3: Check that clear down is carried out efficiently</p>	10 Hours	40 Hours	50 Hours
<p>Module 5: Supervise the delivery of effective kitchen service to food service team</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of supervising the delivery of effective service to food service team</p>	<p>LU1: Develop and maintain positive working relationships between kitchen and food service teams</p> <p>LU2: Ensure that the kitchen team deliver effective service to food service team at all times</p> <p>LU3: Solve problems for food service team</p> <p>LU4: Improve service reliability for food service team</p> <p>LU5: Gather information on feedback of kitchen service and identify opportunities for improvement</p>	9 Hours	36 Hours	45 Hours

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 6: Manage comments and complaints relating to food production</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of managing comments and complaints related to food production</p>	<p>LU1: Manage comments relating to food production</p> <p>LU2: Manage complaints relating to food production</p>	3 Hours	12 Hours	15 Hours
<p>Module 7: Monitoring health and safety issues in food production areas</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of monitoring health and safety issues in food production areas</p>	<p>LU1: Ensure that all kitchen associates follow organizational requirements for health and safety</p> <p>LU2: Monitor efficient and effective use of kitchen equipment</p> <p>LU3: Maintain and monitor the kitchen cleaning programme</p>	9 Hours	36 Hours	45 Hours
<p>Module 8: Monitoring and controlling kitchen costs and waste</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of monitoring and controlling cost and waste</p>	<p>LU1: Check that food items are stored at the correct temperature</p> <p>LU2: Check that kitchen sections are working to requirements and not overproducing</p> <p>LU3: Check that all sections are managing kitchen waste effectively</p> <p>LU4: Ensure that kitchen waste products are disposed of following correct procedures</p>	6 Hours	24 Hours	30 Hours

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 9: Monitoring delivery of food production into service areas</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding of monitoring delivery of food production into service areas</p>	<p>LU1: Check that food has been presented as intended</p> <p>LU2: Check quantities of food are as required and intended</p> <p>LU3: Check that food is served at correct temperature</p>	8 Hours	32 Hours	40 Hours
<p>Module 10: Support the professional development of the kitchen team</p> <p>Aim: The aim of this module is to develop knowledge, skills and understanding to support the professional development of the kitchen team</p>	<p>LU1: Contribute to the development of kitchen teams and individuals</p> <p>LU2: Contribute to the provision of required kitchen associates</p> <p>LU3: Lead the work of kitchen teams and individuals to achieve objectives</p> <p>LU4: Manage own self in a kitchen environment</p> <p>LU5: Contribute to the identification and implementation of sales development activities for food and beverages service</p> <p>LU6: Prepare, deliver and evaluate training sessions for kitchen associates and teams</p>	10 Hours	40 Hours	50 Hours

Frequently Asked Questions

Cooking	
What temperature should food I cook food to?	Food should be cooked thoroughly to kill food poisoning bacteria. The core temperature should reach 75°C instantaneously or equivalent, e.g. 70°C for two minutes. The core is taken as the centre or thickest part of the food.
Are there any exceptions to cooking food to 75°C or equivalent?	<p>Yes. Foods that may be cooked to order (customer's preference) are fish, shellfish, whole joints, birds (game and duck), cuts/portions of lamb, beef or venison. When cooking food to order the food business operator should comply with the following criteria:</p> <ul style="list-style-type: none"> • the chef is fully trained and experienced • the food is seared/cooked on the outside • the food is served as soon as possible (within 30 minutes) • the products used are purchased from selected suppliers
Hot holding	
What temperature should I hot hold cooked food at?	Keep hot food above 63°C (for example in a bain marie). This is outside the danger zone (5°C - 63°C). Bacteria grow best in warm temperatures, approximately 25°C – 40°C. Lukewarm food is dangerous as it is a perfect environment for bacteria to thrive. If cooked food is not stored above 63°C, it should be used up within two hours of cooking. Ensure the first batch of cooked food being hot held is served first. Where possible do not mix batches. It is recommended that the first batch is used before adding a different batch.
Reheating	
What is the correct temperature that food should be reheated to?	Food must only be reheated once following cooking or hot holding. The food should be reheated to piping hot, greater than or equal to 70°C at the core of the food.
Refrigeration	

What is the correct temperature for my fridge?	The thermostat of all fridges and chill storage cabinets should be set at a temperature that will ensure that the temperature of the food is between 0°C and 5°C. This is to keep the food outside the danger zone (5°C – 63°C) so bacteria will not multiply (or will multiply very slowly). In general, fridges set at 3°C or 4°C will ensure that the food is between 0°C and 5°C.
Cooling	
How long can cooked food be kept at room temperature before refrigerating?	Following cooking, food which will not be consumed immediately should be cooled as quickly as possible and put in the fridge within 2 hours. Do not overload the fridge with warm food as this will raise the overall temperature of the fridge which increases the possibility of bacteria growing in the food.
How can I cool down cooked food safely within 2 hours?	To speed up the cooling process for large quantities of hot food, you can use one or more of the following options: <ul style="list-style-type: none"> • Use a blast chiller to chill down food especially if you chill lots of food in your business. A blast chiller is specially designed to chill hot foods quickly and safely • Divide food into smaller portions. Smaller amounts of food cool down more quickly • Pour hot liquids or sauces into larger containers. The surface area will be increased and therefore the liquids will cool down more quickly • Place containers of hot food in cold water/ice bath. The cold water/ice bath makes the contents of the containers cool more quickly • While food is cooling down, stir regularly with a clean utensil. Stirring helps food cool more evenly • Move hot food to a colder area (e.g. a larder). Food will cool more quickly in a colder place • Some ovens have a 'cool' setting, which can help to cool down food by increasing the airflow around it (The oven should be cool first)
Freezing	
What is the correct temperature for my freezer?	Freezers should be maintained at -18°C or colder in food businesses. Ice cream can be stored at -12°C in food service areas. The temperature in domestic ice boxes can

	vary from -6°C to -18°C, depending on the star rating. But remember, the warmer the temperature, the shorter the shelf life of the frozen food. If a freezer is located in a warm area of a premises, the temperature should be lower, as required.
Can I refreeze food that has been already thawed?	No, only freeze food once. When food is defrosted, bacteria can multiply. If this is frozen again the amount of bacteria could be at a dangerous level. However, you can defrost food, cook it and freeze it again. For example, frozen minced can be defrosted, used to make a lasagne, and frozen for use later.
Defrosting	
How should I defrost food?	The best place to defrost food is in the fridge. This ensures that the temperature of the surface of the food will not exceed 5°C. Do not rinse frozen food under the cold tap in a sink to defrost. A fast way to defrost food is in the microwave on the 'defrost' setting. This method is not recommended for foods which will not be cooked immediately, as the temperature of the outside of the food is likely to rise above 5°C, allowing food poisoning bacteria to grow.
How long can I keep defrosted food in the fridge before cooking it?	Once the food is fully defrosted it is best to cook it straight away. Once cooked it can be stored in the fridge again (for 2-3 days) or frozen.
Checking Temperature	
How do I check that the temperature of food is correct?	You should use a calibrated probe thermometer to check and monitor the temperature of food, as part of your food safety management system (i.e. HACCP plan). You should record the temperature measured. You should sanitise the probe thermometer using antibacterial/sterile wipes before and after use, to prevent cross contamination. Make sure wipes do not dry out because if they do they will be ineffective. You should take the temperature of the food at the core of the food. If this is not possible, (e.g. vacuum packed and frozen foods) you should measure the temperature between packs. Your temperature probe should have an accuracy of at least $\pm 0.5^{\circ}\text{C}$. Do not use mercury thermometers as it would present a contamination risk if it breaks.
Thermometer calibration	

How do I know that my probe thermometer is accurate?

You should check your thermometer at least twice a year to ensure that it is accurate. This is called calibration. To check your thermometer is accurate for:

- Low temperatures: Place tip of thermometer probe into crushed ice and a little cold water - wait for the display to stabilise then measure reading (it should be between -0.5°C and $+ 0.5^{\circ}\text{C}$)
- High temperatures: Immerse the tip of thermometer probe in boiling water, wait for the display to stabilise and record reading (it should be between 99.5°C and 100.5°C)

If you find that your thermometer is faulty, either replace it or return it to the manufacturer/ supplier for external calibration. In this event a spare thermometer is required.

Test Yourself (Multiple Choice Questions)

MODULE 1

- Question 1** What is the direct cause of food poisoning?
- A Failure to maintain good standards of personal hygiene
 - B Wearing clothes that do not comply with personal protective equipment requirements
 - C Eating food contaminated with harmful micro-organisms
 - D Causing cross contamination through the wrong use of chopping boards
- Question 2** Food poisoning bacteria multiplied by splitting into two. How often can this happen?
- A Every 2 minutes
 - B Every 20 minutes
 - C Every 2 hours
 - D Every 20 hours

- Question 3** Which **TWO** of the following ways can a sous chef use to ensure that the number of associates at work match the rota and production requirements?
- A Revising recipe specifications
 - B Checking the day's production requirements
 - C Understanding job descriptions
 - D Being aware of associates' capabilities

- Question 4** Which **TWO** of the following are ways in which the Sous Chef can directly support the Executive Chef?
- A Estimating food consumption
 - B Monitoring absence of associates
 - C Establishing presentation techniques
 - D Checking the level of stores available

- Question 5** Which **TWO** of the following approaches can a Sous Chef use to ensure that all Chefs de Partie and other associates are performing at optimum levels?
- A Optimum allocation of roles and responsibilities
 - B Managing the tone of verbal communications
 - C Monitoring workloads and providing additional support
 - D Ensuring written communications are legible

MODULE 2

- Question 6** Why is it important to complete and record a daily inventory of raw and prepared food items?
- A To prevent food poisoning and cross contamination
 - B To confirm selection of appropriate recipes
 - C To support Chefs de Partie and other associates in their work
 - D To ensure that sufficient additional items are ordered

- Question 7** Which **TWO** of the following departments might a Sous Chef need to communicate with?
- A Front office
 - B Engineering
 - C Housekeeping
 - D Sales and marketing

- Question 8** Which of the following cleaning products are chemicals manufactured from petroleum, which break dirt into fine particles?
- A Soap
 - B Disinfectants
 - C Detergents
 - D Sanitizers the

- Question 9** In what way can a Sous Chef contribute to the management of physical kitchen resources?
- A Taking account of trends and developments
 - B Introducing new menus and recipes
 - C Communicating clearly with Chefs de Partie
 - D Checking that work areas are clean at all times

- Question 10** Which **TWO** of the following should be considered when developing and introducing new recipes?
- A Increasing the level of saturated fat
 - B Decreasing the level of saturated fat
 - C Increasing the level of fibre and starch
 - D Decreasing the level of fibre and starch

MODULE 3

- Question 11** Which of the following is the correct temperature at which a freezer should operate?
- A -12° – -15° C
 - B -15° – -18° C
 - C -18° – -20° C
 - D -20° – -25° C
-
- Question 12** During an ad hoc inspection of a delivery, which **TWO** of the following will help a Sous Chef to monitor the quality of goods being delivered?
- A Checking the level of stock rotation
 - B Checking the cleanliness of the delivery vehicle
 - C Checking the requirements of individual recipes
 - D Checking the temperature of the delivered items

- Question 13** Which of the following stock control systems will ensure that older stock of the same item is moved to the front so that it is used first?
- A FIFO
 - B LILO
 - C LIFO
 - D FILO

- Question 14** Which **TWO** of the following are likely to have an impact on yield management?
- A Loss and waste involved in food preparation and cooking
 - B The wrong choice of recipe
 - C Quality checks at the point of delivery of stores to the kitchen
 - D Poor portion control

- Question 15** When sourcing ingredients for kitchen operations, which **TWO** of the following should a Sous Chef consider?
- A A supplier who can deliver at the cheapest price
 - B Good quality food appropriate for the establishment
 - C A change kick start listening supplier who can deliver goods immediately
 - D A reliable supplier with excellent food safety practices

MODULE 4

- Question 16** Which of the following is most important when considering the importance of good workflow?
- A Creating the shortest route from the stores area to the kitchen
 - B Ensuring that meat preparation is kept separate from pastry preparation
 - C Enabling food service staff to access pot washing areas easily
 - D Developing a system that enables effective communications

- Question 17** What advantage is provided by having adequate space and equipment for hot and cold holding of prepared food ready for service?
- A Kitchen waste can be disposed of quickly and efficiently
 - B Communication with food service staff can be improved
 - C Queuing by food service staff can be kept to a minimum
 - D A wider range of dishes can be prepared and cooked by kitchen staff

- Question 18** Is the following statement true or false?
- The layout of the kitchen needs to match the chosen food production system and type of service
- A TRUE
 - B FALSE

- Question 19** Which of the following members of staff is likely to be responsible for multi-stage preparation and cooking of dishes?
- A The Executive Chef
 - B The Sous Chef
 - C The Chef De Partie
 - D The Cook

- Question 20** Which **TWO** of the following are important reasons for ensuring that portion control requirements are met?
- A To ensure that further stores are not required
 - B To satisfy guest requirements
 - C To meet yield and profit expectations
 - D To comply with food hygiene requirements

MODULE 5

- Question 21** Which **TWO** of the following are ways to improve relationships with the food service team?
- A Developing working groups
 - B Promoting a positive image of own self
 - C Establishing generous portion control
 - D Creating a meaningful work atmosphere
- Question 22** How might a Sous Chef promote a positive image of themselves and the organisation?
- A Maintaining tight control of resources
 - B Encouraging and motivating the kitchen team
 - C Developing new and innovative recipes
 - D Being flexible with staff rotas

- Question 23** What is the most effective method to use when communicating information about guest food allergies to the kitchen team?
- A Verbal communication
 - B E-mail
 - C The kitchen logbook
 - D Written communication

- Question 24** Which of the following is the best sequence for resolving a repeated service problem?
- A Discuss possible solutions; select an option; clarify the problem; document the agreement
 - B Clarify the problem; discuss possible solutions; select an option; document the agreement
 - C Document the agreement; clarify the problem; discuss possible solutions; select an option
 - D Clarify the problem; discuss possible solutions; document the agreement; select an option

- Question 25** Which **TWO** of the following are useful sources of information about the quality of a new menu item?
- A Spreadsheet analysis of sales
 - B Direct comments from guests
 - C Guest complaint forms
 - D Achievement of SMART targets

MODULE 6

- Question 26** Why is it important to respond appropriately to an online review of a food service outlet?
- A It shows that the Sous Chef is following organisational procedures correctly
 - B It will motivate and encourage the efforts of the kitchen team
 - C It is an excellent way to build the reputation of the organisation
 - D It will ensure that the kitchen team works effectively and efficiently

- Question 27** Which **TWO** of the following are important reasons for gathering and recording feedback from different channels?
- A It will comply with the organization's policy and procedures
 - B It will help the organisation to measure customer satisfaction
 - C It will help to motivate and encourage the performance of the kitchen team
 - D It will help to improve the performance of the kitchen team

- Question 28** Which of the following might directly indicate a poor response to the introduction of a new menu item?
- A Food being left on the plate by guests
 - B A drop in the level of bookings
 - C Kitchen staff taking time off
 - D Feedback from senior management

- Question 29** Which **TWO** of the following are the most important consequences resulting from a serious complaint about food poisoning?
- A To identify the kitchen staff responsible for the food poisoning issue
 - B To recognise the level of seriousness of the complaint
 - C To plan a training programme that will ensure that the issue does not reoccur
 - D To develop and provide an appropriate response

- Question 30** What is the term used to describe taking steps to ensure that all behaviour and operations are fair, honest, and not detrimental to the business or its guests?
- A Standard operating procedures
 - B Organisational policy
 - C Ethical standards
 - D Efficient business practice

MODULE 7

- Question 31** Which **TWO** of the following are features of a healthy workplace?
- A Clear displays of emergency evacuation signs in case of fire
 - B A suitable level of heating, lighting and ventilation to allow comfortable working
 - C Doors and windows that are free from obstructions and suitable for the purpose
 - D Well maintained first aid facilities with suitably trained staff
-
- Question 32** What is the correct sequence of events for an incident reporting procedure?
- A Investigate the incident; consider what changes should be introduced; prepare a written record of what happened; monitor the implementation of changes
 - B Consider what changes should be introduced; monitor the implementation of changes; investigate the incident; prepare a written record of what happened
 - C Prepare a written record of what happened; investigate the incident; consider what changes should be introduced; monitor the implementation of changes
 - D Investigate the incident; consider what changes should be introduced; monitor the implementation of changes; prepare a written record of what happened

- Question 33** How can a Sous Chef ensure that appropriate kitchen equipment is working effectively?
- A Use the equipment personally to check that recipes are effective
 - B Arrange a programme of maintenance and calibration of the equipment
 - C Provide staff training to ensure that associates use the equipment properly
 - D Monitor the yield levels of dishes produced using the equipment

- Question 34** How often should food contact surfaces be disinfected?
- A Before each use
 - B After each use
 - C Before and after each use
 - D At least once per shift

- Question 35** Which of the following could be caused by using dirty cloths to clean kitchen work surfaces?
- A Cross contamination
 - B Bacterial contamination
 - C Chemical contamination
 - D Physical contamination

MODULE 8

- Question 36** What type of cross-contamination might occur when contaminated food comes into contact with a surface which then comes into contact with another food item
- A Direct cross-contamination
 - B Indirect cross-contamination
 - C Drip cross-contamination

- Question 37** What **TWO** steps should the Sous Chef take if he finds that the temperature control on a fridge is wrongly reporting that the temperature is 8° C?
- A Ask all members of the kitchen team to use a different fridge
 - B Reduce the fridge's temperature control by 3°
 - C Request an engineer from maintenance to correct the problem
 - D Send the fridge's contents back to stores until the problem is fixed

- Question 38** What is the likely impact of overproducing by the kitchen team?
- A Food outlet surcharges
 - B Excessive portion control
 - C Improved reputation
 - D Wastage of food dishes and ingredients

- Question 39** Which **TWO** of the following are valid reasons for an effective waste management programme?
- A Excessive food waste will have a major impact on portion control
 - B All food thrown away represents lost income to the business
 - C The costs of food waste are likely to exceed the cost of a waste management programme
 - D Reducing the amount of waste produced helps the environment

- Question 40** Where are pathogenic bacteria likely to be found?
- A On dirty cleaning cloths
 - B In outside drainage channels
 - C On the surface of a pests skin
 - D In insect nest material

MODULE 9

- Question 41** Which of the following is an important element in the presentation of food?
- A Matching the portion size with plate size
 - B Ensuring that portion sizes meet yield requirements
 - C Checking that seasoning and garnishes are correct
 - D Ensuring that the appropriate sauce is used

- Question 42** Which **TWO** of the following are appropriate in a fast food outlet?
- A Offering a range of garnishes
 - B Using pre-prepared foods to cut on-site costs
 - C Ensuring prompt delivery from suppliers
 - D Providing an efficient butchery area

- Question 43** Which of the following is important to a yield management system?
- A Changes in booking levels
 - B The introduction of new recipes
 - C The presentation of dishes
 - D The selection of garnishes

- Question 44** Which **TWO** of the following are critical outcomes when chefs are over generous with ingredients in recipes?
- A The taste of the dish will be variable
 - B Portion control will suffer
 - C Dish costings will vary
 - D Customer satisfaction will increase

- Question 45** What is the correct temperature for the service of hard cheeses?
- A 1° – 5° C
 - B 5° – 8° C
 - C 8° – 15° C
 - D 15° – 20° C

MODULE 10

- Question 46** Which **TWO** of the following are likely to result directly from defining kitchen team objectives and organisational values?
- A Improvements to the performance of the kitchen team
 - B Identification of new recipe ideas by the kitchen team
 - C A reduction in the level of complaints about the kitchen team
 - D Identification of training opportunities for the kitchen team

- Question 47** Which **TWO** of the following are appropriate sources of information to identify kitchen development needs?
- A Staff attendance records
 - B Guests surveys
 - C Job appraisals
 - D Sales and marketing data

- Question 48** Which of the following is the likely outcome of providing clear and accurate feedback to kitchen team members on their performance?
- A Innovative ideas for new recipes
 - B More accurate portion control
 - C Improved engagement and motivation
 - D Decreased kitchen costings

- Question 49** How might the Sous chef manage their own role in the kitchen environment?
- A Provide 1 to 1 training for kitchen team members
 - B Identify own short term and long-term aims
 - C Agree to take on more responsibility from the Executive Chef
 - D Measure the progress of the kitchen team against their work objectives

- Question 50** Which of the following are learner-centred methods of training?
- A Demonstration
 - B Explanation
 - C Lectures
 - D Problem solving

ANSWERS

MODULE 1

- Question 1** What is the direct cause of food poisoning? C Eating food contaminated with harmful micro-organisms
- Question 2** Food poisoning bacteria multiplied by splitting into two. How often can this happen? B Every 20 minutes
- Question 3** Which **TWO** of the following ways can a sous chef use to ensure that the number of associates at work match the rota and production requirements? C Understanding job descriptions
D Being aware of associates' capabilities
- Question 4** Which **TWO** of the following are ways in which the Sous Chef can directly support the Executive Chef? A Estimating food consumption
C Establishing presentation techniques
- Question 5** Which **TWO** of the following approaches can a Sous Chef use to ensure that all Chefs de Partie and other associates are performing at optimum levels? A Optimum allocation of roles and responsibilities
C Monitoring workloads and providing additional support

MODULE 2

- Question 6** Why is it important to complete and record a daily inventory of raw and prepared food items? D To ensure that sufficient additional items are ordered

- Question 7** Which **TWO** of the following departments might a Sous Chef need to communicate with?
- B Engineering
 - C Housekeeping
- Question 8** Which of the following cleaning products are chemicals manufactured from petroleum, which break dirt into fine particles?
- C Detergents
- Question 9** In what way can a Sous Chef contribute to the management of physical kitchen resources?
- A Taking account of trends and developments
- Question 10** Which **TWO** of the following should be considered when developing and introducing new recipes?
- B Decreasing the level of saturated fat
 - C Increasing the level of fibre and starch

MODULE 3

- Question 11** Which of the following is the correct temperature at which a freezer should operate?
- C $-18^{\circ} - -20^{\circ} \text{ C}$
- Question 12** During an ad hoc inspection of a delivery, which **TWO** of the following will help a Sous Chef to monitor the quality of goods being delivered?
- B Checking the cleanliness of the delivery vehicle
 - D Checking the temperature of the delivered items
- Question 13** Which of the following stock control systems will ensure that older stock of the same item is moved to the front so that it is used first?
- A FIFO
- Question 14** Which **TWO** of the following are likely to have an impact on yield management?
- A Loss and waste involved in food preparation and cooking

D Poor portion control

Question 15 When sourcing ingredients for kitchen operations, which **TWO** of the following should a Sous Chef consider?

B Good quality food appropriate for the establishment

D A reliable supplier with excellent food safety practices

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